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ABSTRACT

An extensive self-study has provided considerable information about the guidance and counseling services in the State College Area School District. Appropriate personnel have stated 21 objectives for these services as well as recommendations to implement these objectives. The latter deal with: (1) providing adequate and continuous guidance and counseling services to students in elementary and secondary education; (2) improving the coordination between counselors on the one hand, and teachers and administration on the other; (3) establishing an ongoing relation between parents and counselors to help the former understand their children better as well as to help them understand the purpose and programs of the schools; (4) fostering continuous teamwork among those specialists within the school system whose functions can aid the development of students; and (5) making use of community resources as well as acting as a liaison between the school and the community professional agencies. Finally, an appeal is made to all interested and responsible parties to review this report and its accompanying recommendations, and to try to implement them. (Author/SE)

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STATE COLLEGE AREA SCHOOL DISTRICT

A SELF-STUDY OF THE

COUNSELING AND GUIDANCE

DEPARTMENT OF PUPIL PERSONNEL SERVICES

1972--1973

CG 010 161

ED113657

SELF-STUDY OF THE STATE COLLEGE AREA SCHOOL DISTRICT GUIDANCE PROGRAM

FOREWORD

The Division of Guidance Services of the Pennsylvania Department of Education encourages the guidance staff of local school districts to conduct a self-study of the guidance program. With the division's cooperation and the assistance of Dr. Stanley Baker of the Pennsylvania State University Counselor Education staff, such self-study was conducted during the school term 1972--1973, and the following pages describe the process and the results.

Where subjective evaluation occurs or opinion is expressed, it should be remembered it is that of the counseling staff, or a specified division of the staff.

The school term 1973--1974 will be devoted to redefining objectives in keeping with the study findings and establishing methods by which those objectives can be met most effectively.

STATE COLLEGE AREA SCHOOL DISTRICT

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of
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Dr. Donald L. Cameron - Assistant Superintendent for Pupil Personnel Services

Dr. Stanley Baker - Consultant in charge of the Self-Study of the Guidance Program

Guidance Counselors

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Sherry Farrall
Ronald Faris
Barrett Lutz
Draper Read

Park Forest Junior High School

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Robert Nixon
John Schroeder
Gloria Gwiazdowski (September 1972 - January 1973)

Westerly Parkway Junior High School

Matilda Arisman
Karen Borden
Thomas Fonda

Elementary Schools

Joanne Johnston
Kathryn Kissinger
Frederic Leubuscher
Elizabeth Macdonald

Paraprofessionals in Guidance

Valerie Chubb
Kathryn Goode
Mary Lou Serafin

Secretary-Typists for the Self-Study

Mabel Krape
Janet Dobson
Colleen Lathrop

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Understanding the Community

EDUCATIONAL, EMPLOYMENT and SOCIO-CULTURAL PATTERNS of the STATE COLLEGE AREA SCHOOL DISTRICT

THE SCHOOL COMMUNITY

The State College Area School District, located in Centre County, which was so named because of its geographic position in the Commonwealth, is composed of State College Borough, College, Ferguson, Halfmoon, Harris, and Patton Townships. This geographic area on the south central border of the County has within its boundries The Pennsylvania State University, from which the District obtained its name, and to which the community has significant socioeconomic ties.

The expansion of the University, with the economic development it attracts, has caused common growth problems which led first to the consolidation of the school districts and then to cooperation in other area-wide activities. "Centre Region" has become a mutually accepted designation for the six municipalities forming the State College Area School District. An example of this cooperation, as it relates to the school, is found in the fact that although the six municipalities have self-governing bodies all join as a unit in electing members to the Board of Education. A certain Centre Region municipality residence is not a requirement for membership on the Board of Education of the State College Area School District. The same attitude toward Board composition permeates throughout the school in that there is no separation within the student body because of "Borough Residence" or "Township Residence".

The population of the Centre Region was approximately 43,000 in 1972. This does not include the approximately 12,000 students residing on The Pennsylvania State University Campus. Of the 43,000 persons, 8,100 are children of compulsory school age. Approximately 7,900 of these attend public school.

"Education" is the largest basic industry of the Centre Region with electronics and electronics related manufacturing being the next largest followed by chemical related manufacturing and research, food processing and small machinery manufacture. Of these "basic industries", "Education" accounts for 78% of the work force. The work force, of Basic Industry, aside from the 78% employed in Education, is composed of approximately 30% Professional employees, 30% Skilled-Technical employees, and 40% Labor-Clerical employees. The work force of Education consists of 72% within the Professional, Managerial, Secretarial categories, while Labor-Maintenance consists of 28% of the employees.

Of those employed by basic industry approximately 40% reside outside the Centre Region and commute daily.

No verifiable study has been made to determine the number of "service" employees who commute to Centre Region, but of the approximately 8,600 service employees it is estimated that approximately 50% commute. The high number of commuting service and industrial personnel is said to be

indicative of the economy (cost of living) within the Centre Region compared with neighboring regions.

According to the Market Value of real estate report of 1971, the State College Area School District has 68.75% of this type of taxable wealth when the market value of it and the three neighboring districts are considered. But, because property is assessed at a value set a decade ago, and Commonwealth support declines as market value increases, the District has been receiving less and less Commonwealth aid and has had to continually raise taxes to offset the decline in Commonwealth revenue. This, to some measure, has already had effect upon some facets of the school program, and, it would seem, that unless another method of financial support is found, or, if real estate is to continue to be the major source of revenue unless an up-to-date assessment is made taxes will have increased acceleration in rise, or school programs must be cut further.

The Centre Region has some transiency in its population. A study of the school census data of the past five years indicates that the townships have an average annual turnover in population of 20%, while that of the Borough is 37% indicating an ongoing need to inform the public. The school must not take for granted that the public relations campaign of two years ago is still fresh in the minds of the people. It is not even known by a large group of the people. "Communication" is a constant problem.

If the School District is to experience heavy growth in the future, it will be because of a significant increase in the enrollment at the University, and this is not known to be contemplated at this time, or, a large industrial growth must take place, and this is not now known to be anymore than conjecture. It is predicted by the Centre County Planning Commission and reported in the February 21, 1973 edition of the Pennsylvania Mirror that the population of the Centre Region will be 84,200 by the year 2000, steady, but, perhaps not dramatic growth over a period of twenty-seven years.

Considering the types of industry which have now been attracted to the area and assuming that future industrial development will be of the same small, clean type, it would appear to indicate promise of employment for students trained in skilled-technical areas as well as secretarial and labor-maintenance areas. There will be, of course, a market for professorial and professional educators, but turn-over trends appear to be decelerating, and supply accelerating at this time and should be carefully observed along with composition of the population growth in order to assess future opportunity.

COMMUNITY AGENCIES AFFECTING EDUCATION

It is not the policy of the school to make direct referral of students to community agencies. Counselors, in working with students, find that assistance from certain community agencies can sometimes be helpful and the student and/or family members are encouraged to obtain the assistance. Counselors will help students make these contacts when requested. Some community agencies, providing a service for children who are students of the school district, contact counselors for assistance.

A Directory of Human Services in Centre County, prepared by the Altrusa Club in State College and distributed by the Centre County Council for Human Services was issued on June 1, 1972. The directory lists 149 different services available in the County. The counselors have made use of this directory by listing alphabetically from it the following services they consider to affect education, or are of potential use in counseling students and/or their families.

A letter has been placed after each service to designate the level of use as a part of referral service.

F = Frequent Use
I = Infrequent Use
P = Potential Use

A FRIEND - P
352 East College Avenue
State College, PA

Eligibility for Service; anyone who needs a friend.

AMERICAN RED CROSS - P
451 Railroad Avenue
State College, PA

Eligibility for service; anyone.

ASSOCIATED CHARITIES - P
451 Railroad Avenue
State College, PA

Meets emergency needs of residents such as food, fuel, clothing, etc.

BLIND, PENNSYLVANIA ASSOCIATION FOR THE - P
1912-14 Eighth Avenue
Altoona, PA

Carries on a prevention for blindness program.

BOARD OF ASSISTANCE, CENTRE COUNTY - I
Penn Belle Hotel Building
Bellefonte, PA

Provides money payments for basic needs.

CENTRE FOR EDUCATIONAL DIAGNOSIS AND REMEDIATION (CEDAR) - F
102 CEDAR Building
The Pennsylvania State University
University Park, PA

Diagnostic, treatment and management service for children and youth. Classes for children in need of diagnostic work requiring several weeks or months.

CENTRE-CLEARFIELD COUNTY SOCIETY FOR CRIPPLED CHILDREN - I
Phone 342-3320

"Provides diagnostic treatment, operations when necessary, and proper surgical treatment" for children from birth to eighteen years of age.

CENTRE COUNTY LITERARY COUNCIL - P
Phone 466-6068

Tutoring of non-readers.

CHILDBIRTH EDUCATION ASSOCIATION - P
Phone 238-9413

Acquaints the public with instructional activities on childbirth education and child care.

CHILD WELFARE SERVICES - F
Courthouse
Bellefonte, PA
Phone 355-2555

Work with dependent and neglected children and their families. Child protective service.

COLLEGE AREA YOUTH PROJECT - F
Phone 237-7396

Service provided through cooperation of local governmental agencies, the State College Area Christian Mission and the YMCA. Two youth workers are available to counsel youth in school or out of school.

COMMITTEE ON HUMAN RIGHTS - P
Phone 466-6732

Local volunteers who alert the community to conditions regarding forms of discrimination in need of correction.

COMMUNITY ACTION AGENCY - P
115 East High Street
Bellefonte, PA
Phone 355-7501

Referral service to help families understand and secure help from various social service agencies.

COMMUNITY NURSING SERVICE - P
451 Railroad Avenue
State College, PA
Phone 238-2931

Care to sick infants and children. A "Loan Closet" of equipment for the sick is maintained by the office.

COUNSELING SERVICE, INC.- F
441 North Spring Street
Bellefonte, PA
Phone 355-5541

Problems in any area of personal adjustment or family functioning are evaluated and treated.

DRUG DISTRIBUTION AND NARCOTIC CONTROL - I
110 South School Street
Bellefonte, PA
Phone 355-5438

Provides drug abuse investigation

EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, INC. - P
1300 South Allen Street
State College, PA
Phone 238-1304

Provides evaluation and therapy.

EMPLOYMENT SECURITY BUREAU - F
112 West Foster Avenue
State College, PA
Phone 238-4951

Free public employment agency, vocational counseling and aptitude testing.

FLORENCE CRITTENTON HOME - P
673 Campbell Street
Williamsport, PA
Phone 717-322-1113

Prenatel care and rehabilitation to unwed pregnant women.

HOMEMAKERS SERVICE, CENTRE COUNTY - I
403 South Allen Street
State College, PA
Phone 238-7481

Referrals for emergency or temporary child care at the home.

HUMAN SERVICES, COUNCIL FOR - P
502 East Howard Street
Bellefonte, PA
355-2224

A clearing house for information on all health and welfare services in the County.

INTERMEDIATE UNIT NO. 10 - F
Philipsburg, PA
Phone 342-0884

Provides special education programs for children of the district and acts as a coordinating agency for school districts in the Centre, Clinton, Clearfield County areas.

INTERNATIONAL HOSPITALITY COUNCIL - I
202 Willard Building
University Park, PA
Phone 865-6348

Assistance to international students and their families in making cultural, economic, social, and language adjustments necessary to adapt to the "way-of-life" in this country and community.

JUVENILE COURT - F
Courthouse
Bellefonte, PA
Phone 355-2819

Cooperation in rehabilitation of juveniles in trouble with the law.

LUTHERAN SOCIAL SERVICES, CENTRAL PENNSYLVANIA - P
Box 122
State College, PA
Phone 238-6991

Casework. Short-term counseling and referral service.

MENTAL HEALTH AND MENTAL RETARDATION, CENTRE COUNTY OFFICE - P
116 South Allegheny Street
Bellefonte, PA
Phone 355-4750

Emergency service.

PENNSYLVANIA ASSOCIATION FOR RETARDED CHILDREN, CENTRE COUNTY CHAPTER - P
451 Railroad Avenue
State College, PA
Phone 237-2175

Assist in arranging for services to retarded children

PENNSYLVANIA DEPARTMENT OF HEALTH CENTER - P
110 South School Street
Bellefonte, PA
Phone 355-5438

Various health services.

SALVATION ARMY - I
Bellefonte, PA
Phone 355-5431

Assistance to needy persons.

SKILLS OF CENTRAL PENNSYLVANIA, INC. - I
310 North Allegheny Street
Bellefonte, PA
Phone 355-5481

Referrals of special cases for a sheltered workshop

UNITED CAMPUS MINISTRY - F
202 Eisenhower Chapel
University Park, PA
Phone 865-7627

"The Buddy Program", assistance for elementary school age children.

UPWARD BOUND - I
The Pennsylvania State University
College of Human Development
University Park, PA
Phone 865-1334

A pre-college preparitory program for young people from low income background and inadequate secondary school preparation.

VOLUNTEER SERVICE CENTER - F
The Pennsylvania State University
118 Human Development
University Park, PA
Phone 865-1593

Volunteers act as tutors for secondary school children.

YOUTH CORP - F
Room 208
Courthouse
Bellefonte, PA
Phone 355-2819

Employment for boys and girls between ages 14 and 17 years.

YOUTH SERVICE BUREAU, INC. - F
205 East Beaver Avenue
State College, PA
Phone 237-5301

Various services to youth.

Understanding the School

PHILOSOPHY AND OBJFCTIVES OF THE STATE COLLEGE AREA SCHOOL DISTRICT

*Guiding Educational Principles for the State College Area School District

The following statements of philosophy in the form of broadly stated goals are serving as a set of guiding educational principles for the State College Area School District. This statement has evolved over the past three years as the District has considered the long range development of the instructional program. They are designed to be used by all concerned to assist them in making consistent, rational, day-to-day decisions regarding the educational program and in differentiating between change and progress. It is toward these ends the State College Area School District sees itself moving.

1. The basic goals of education deal with the development of the cognitive, the affective, and the psychomotor domains of learning. However, recognizing that the most persistent aspect of the world of the future is change--continuing, sudden, and rapid--it is imperative that the schools attend themselves to the development of the inquiring, creative mind and the self-directing individual.

2. Education in a democracy should be primarily an individual not a mass process. Basic understandings, skills, and attitudes should be attained by each person to the highest level possible for him. Each person in the school, student and staff member alike, is regarded in human terms and is entitled to his share of human dignity.

3. An important goal of the school is to develop each individual's capacity to assume more and more responsibility for his own education. Intellectual development does not cease when an individual leaves school. The self-developing and self-renewing individual will be necessary in the world of tomorrow.

4. Every area of man's knowledge has a significant contribution to make to each student's intellectual growth. Therefore, students should continuously participate in learning activities centered in the humanities, the natural and social sciences, the practical and creative arts, and health and physical education.

5. Knowledge is, by nature, unified rather than fragmented. It is, therefore, important for the schools to demonstrate in the curriculum the interrelatedness of knowledge. The concept-centered and problem-centered approach to knowledge is more desirable than a narrow, compartmentalized, factual approach.

6. The rate of progress in the school system should be determined by the readiness of the individual to move from one stage of learning to another. Decisions regarding the grouping of students should be made on many factors, including the student's interests, his activities, his present level of maturity, and his intellectual development as measured by performance criteria.

7. The school system is committed to providing worthwhile educational experiences for all of the children of all of the people. It is recognized, then, that the success of the school is measured in terms of the consistent successful learning experience on the part of every student. A learning experience may be considered successful if it has contributed to the immediate intellectual development of the learner in such a way that he will seek further learning experiences.

8. The State College Area School District school system is only one of the educational institutions in the community. As such, it has the responsibility to provide opportunities for students to participate in learning experiences which may not be possible within the school day, but which will make a worthwhile contribution to the intellectual development of the individual and are available in the community at large.

9. The facts of individual differences demand that the school make adaptations in learning experiences in terms of the student's needs, interests, and abilities and in the utilization of instructional personnel according to the unique task or role they are to perform.

10. Change in education which leads to improved instruction is a way of life in the State College Area School District. This process can be speeded up by the active participation and the adequate understanding of all people in the community. The professional staff assumes a strong, positive leadership function in this respect.

Objectives

The objectives of the school district have been broadly defined as:

1. Individualization of instruction, and

2. Professionalization of teaching.

The concept of individualization of instruction includes the following:

1. The development of a curriculum which provides meaningful, significant learning experiences for all students regardless of their ability. Under this curriculum design, no student is placed in an impossible learning situation.

2. Curriculum content is selected according to levels of learning which make it appropriate to each learner in terms of (a) level of difficulty, (b) pace, (c) relevance to reality in the eyes of the learner, and (d) interest.

3. Provision of "quest" activities on the part of many students. This implies a systematic provision for the fostering of critical thinking, self-directedness, and creativity.

4. The school should provide for frequent one-to-one and very small group instruction toward the end of assisting students in linking previous experiences and existing interests to worthwhile pursuits within the various fields of knowledge.

5. Maximum communication between the student, his parent, his teachers, and staff specialists as his educational activities are structured and evaluated.

6. The breaking of the lock-step of pace and the lock-step of content.

The concept of professionalization of teaching includes:

1. Conservation of teacher time and energies by freeing teachers from non-professional tasks.

2. The reinvestment of time saved by more efficient instruction into (a) individualized and small group teaching and (b) professional improvement.

3. The assumption by the teachers themselves of much decision-making typically relegated to the schedule or to the administrators. It is believed the teachers must achieve a high degree of self-directiveness themselves if they are to foster self-directiveness effectively in their students.

4. The assumption of responsibility on the part of the faculty in the in-service training of personnel new to the school and in the training of future teachers. Organized training of future teachers may begin as early as the sophomore year in high school. A school is a place where everybody learns.

5. The elevation of teaching to a full-time occupation.

6. A relegation of professional duties which cannot be efficiently assumed by all teachers to an adequate staff of specialists.

7. The assumption by administrators and supervisors of the role of instructional leaders.

Principles of Operation

It is believed that the individualization of instruction and professionalization of teaching can best be achieved if the following operational principles are used to guide decision making.

1. The size of a group should be appropriate to its purposes. Education best takes place in a school which is organized so that a student can participate in carefully planned learning experiences in four phases of instruction: (1) large group instruction, (2) small groups of 12 to 15, (3) laboratories or experience centers, and (4) individual and independent learning situations. These four phases are all essential and interdependent, but the individual study phase is basic and central. In addition, it is believed the multi-media approach to teaching and the multi-sensory approach to learning are effective ways of stimulating progress toward meeting the objectives of the school system.

2. The composition of the group should be appropriate to its purpose.

3. The time allotments assigned to any group must be appropriate to its purpose.

4. The physical and psychological environment must be appropriate to the activities of the group.

5. The nature of the task assigned to a staff member or a student must be appropriate to his talents, his achievement level and his interests.

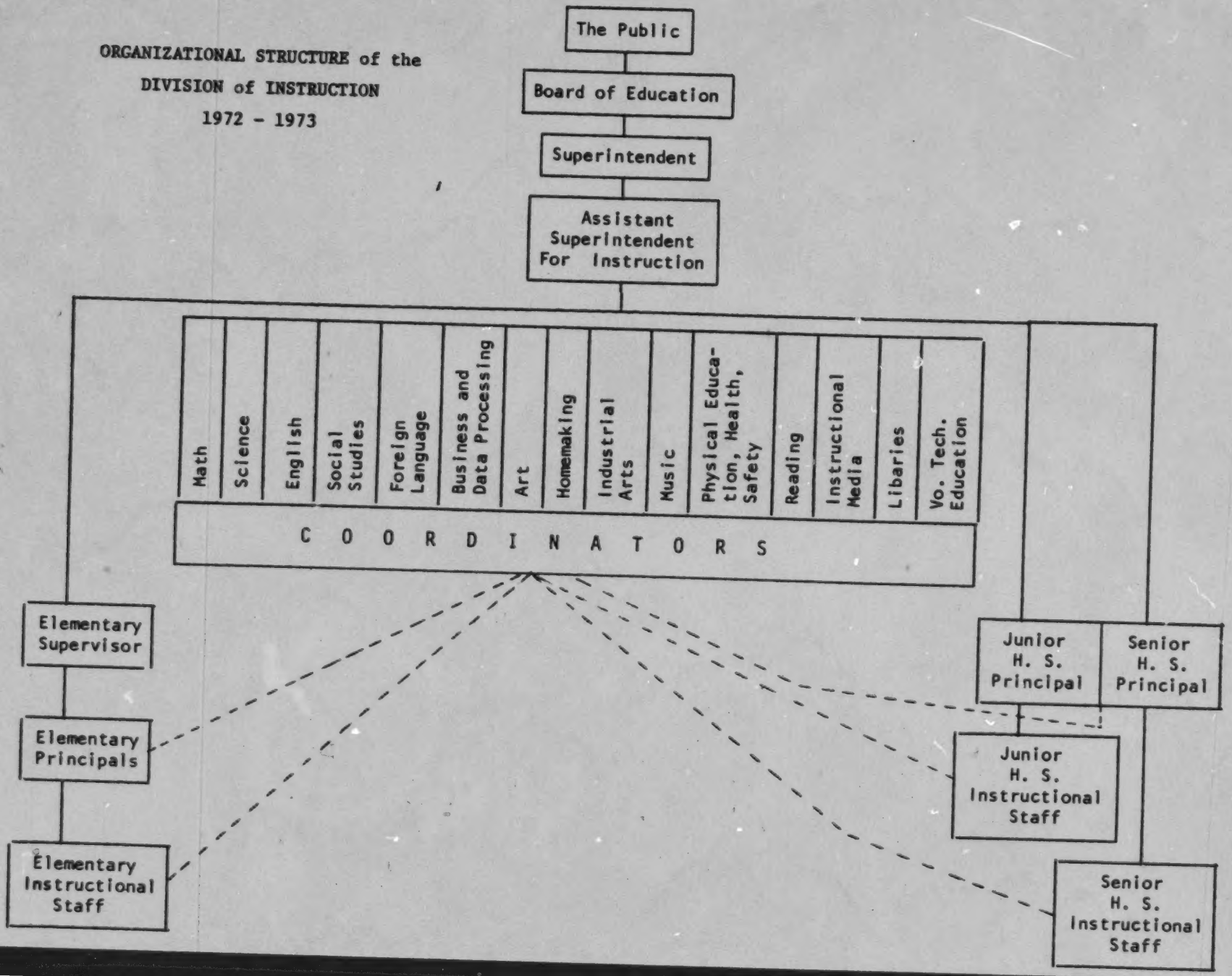
6. The nature of the supervision provided for a group must be appropriate for the nature and purpose of the group.

7. The subject matter content of the instructional program must be appropriate to the learner in terms of pace, level of difficulty, and relevance to reality.

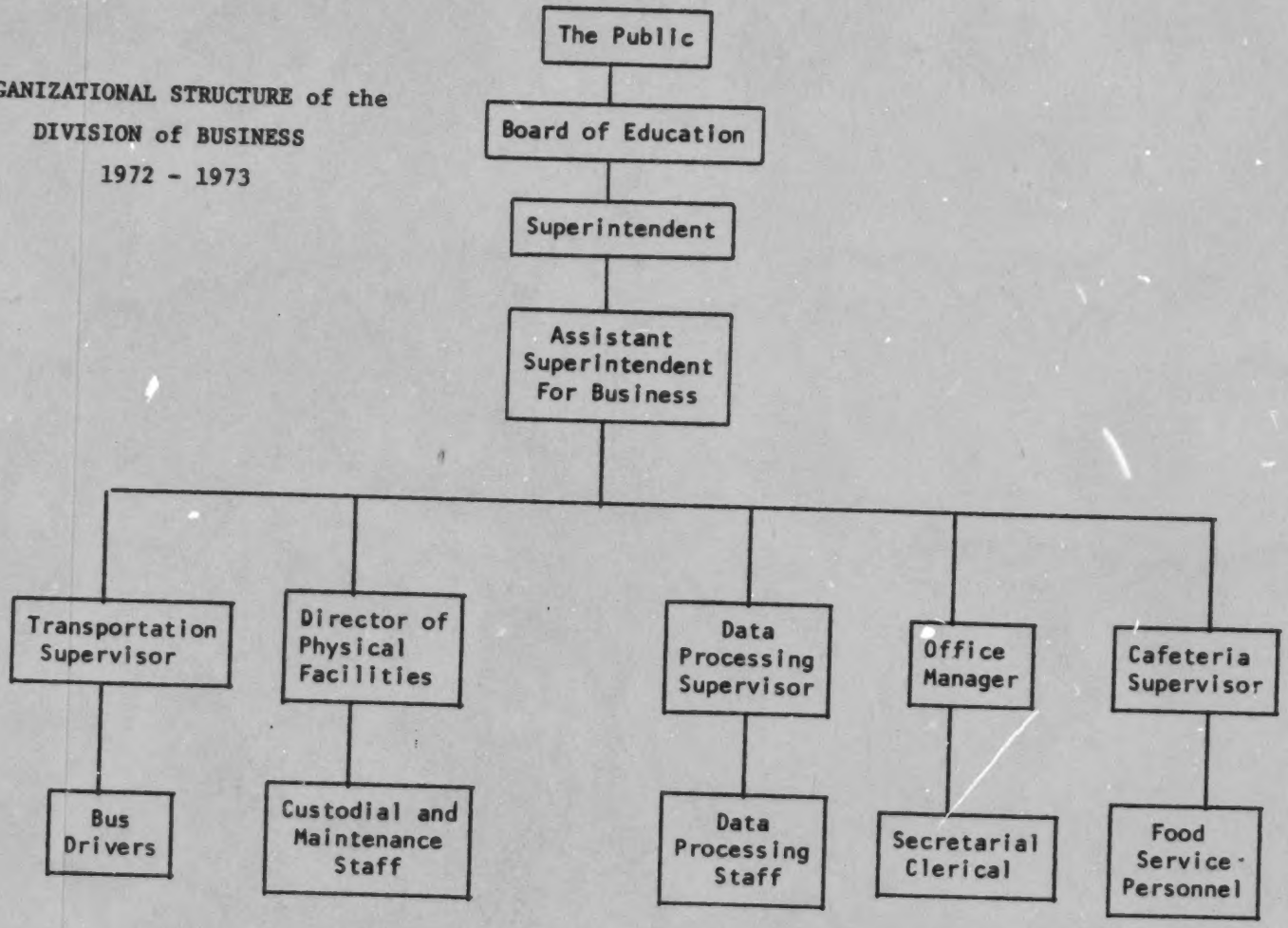
*Long Range Development Plan for the State College Area School District, Revised March 7, 1972

ORGANIZATIONAL and OPERATING STRUCTURE of the SCHOOL 1972 - 1973

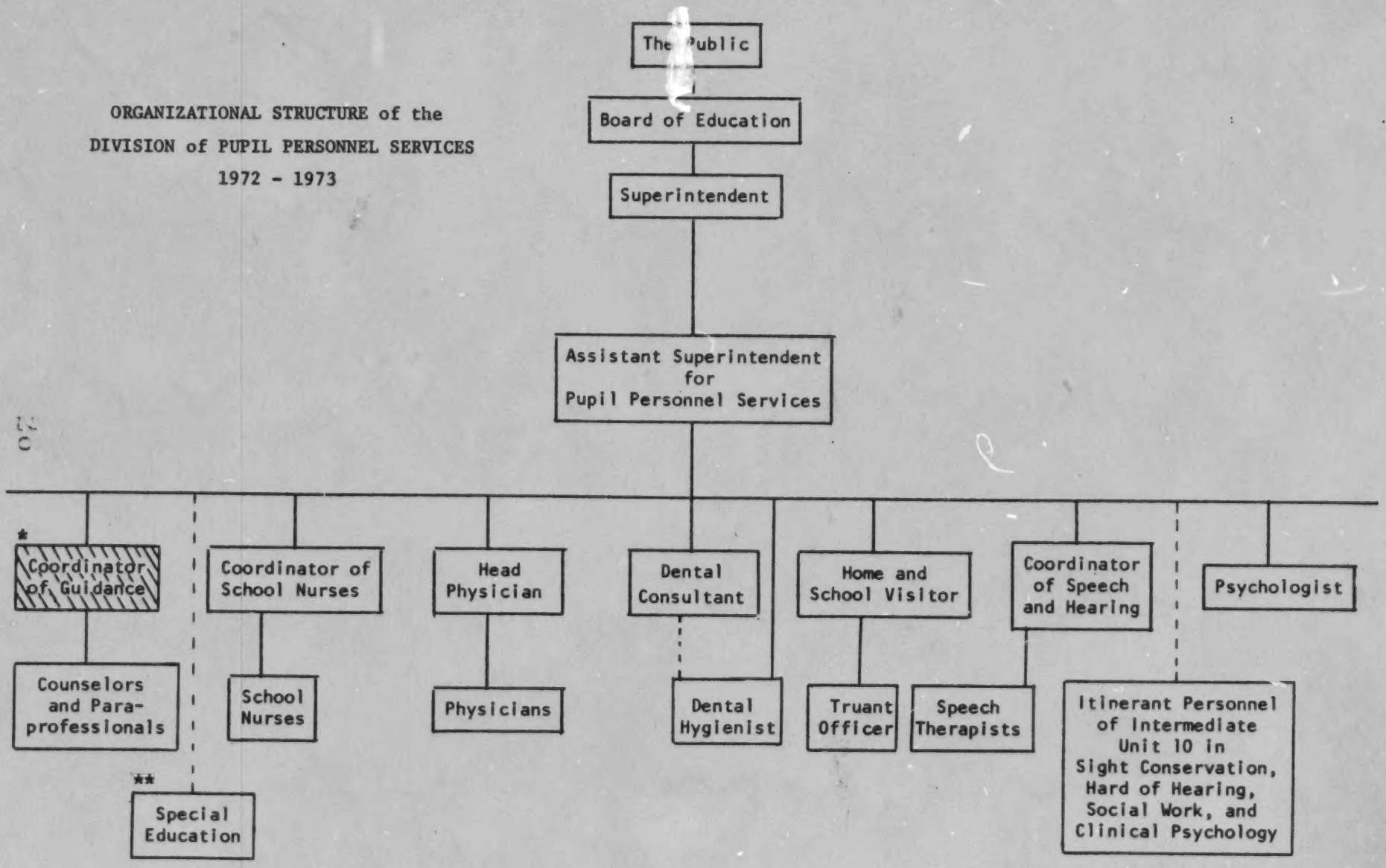
ORGANIZATIONAL STRUCTURE of the
DIVISION of INSTRUCTION
1972 - 1973



ORGANIZATIONAL STRUCTURE of the
DIVISION of BUSINESS
1972 - 1973



ORGANIZATIONAL STRUCTURE of the
DIVISION of PUPIL PERSONNEL SERVICES
1972 - 1973



* Position not filled 1972-73.

** Special Education is a department in instruction but the secondary special education classes are supervised by the Assistant Superintendent for P.P.S., a former County Supervisor of Special Education.

THE SCHOOL PROFILE

State College Area Schools
State College PA 16801

The State College Area School District encompasses the public school population of State College Borough and College, Ferguson, Half Moon, Harris and Patton Townships.

One senior high school serves the 10th, 11th, and 12th grade students. Two junior high schools each serve the 7th, 8th, and 9th grades. There are eleven elementary school buildings for students in grades K through 6.

The program in elementary special education for the educable mentally retarded is operated jointly with the Pennsylvania State University, and the school building housing the program is located on the University campus. There is a program for these students in the junior and in the senior high schools but they are operated entirely by the district. Other special education programs are furnished to the district by Intermediate Unit #10, some of the classes being physically located in district buildings but except for nursing service, all other services are furnished by the Intermediate Unit.

The school population fluctuates throughout the year between 7900 and 7950 of which approximately 4260 are enrolled in the elementary schools. The School District's residential population is 42,656 according to the 1972 School-Community Census. The residential population is slowly rising in number while the school population has shown a slow decline over the past several years.

ELEMENTARY SCHOOL PROFILE

Schools and Staffing Pattern

The State College Area School District has eleven separate elementary school buildings. Four of these schools are paired together administratively but they are programatically independent. In all, there are eight elementary school principalships for eleven separate buildings. Because of the joint relationships, the overall program—administrative elementary school framework consists of nine elementary schools serving 4216 children. There are 154.5 teachers teaching 167.75 units (includes kindergarten units), or a pupil-teacher ratio of 24.64. There are 20 instructional aides. About 70 of this staff are at the masters level academically. In addition to the instructional aides, there are 12 Title I aides, who work on a semi-tutorial basis with those "economically deprived" children who qualify for this more individualized help. Most elementary school buildings have a nurse for two days per week. This is about the same degree of availability of reading consultants and speech personnel. Music, physical education, and art personnel are significantly more available. A full-time home and school visitor, school psychologist, and learning disabilities specialist are available district-wide on a referral basis. Other psychological and social work resources are "available" at the Intermediate Unit level.

Academic Programs

Four administratively separate elementary schools have been involved in a continuous progress program approach to education. Another school is traditional in educational approach, but is moving toward I.G.E. (Individually Guided Instruction). Two others are also basically traditional but do have some cross groupings in math. Another school has team teaching with several variations in program parts. The ninth elementary school also has team teaching as a basic strategy, but its overall approach is an integrated, nongraded, cluster-type arrangement with several variations in program parts.

Guidance Services

There are four elementary school counselors serving the nine administratively separate elementary schools with a range of days spent at each extending from one half day to three and a half days. There is also one counselor aide available one day per week. There are eight, day-and-a-half, full year interns (elementary school counselors in training at the masters level) who are involved in eight separate buildings. The elementary school counselors typically consult with principals, teachers and parents in addition to providing "supervised" field experiences for their interns. Two of the counselors make extensive use of Buddies (college-age adults who voluntarily have an individualized, helping relationship with one child).

The counselors also spend a considerable amount of coordinating-consulting time writing reports, participating in staff meetings and parent-teacher conferences, and observing in classrooms and working with teachers. They also counsel children individually, in small groups, and on a total classroom basis regarding personal-social adjustments, academic achievement, decision-making skill development, communication skill development, and vocational development.

JUNIOR HIGH SCHOOL PROFILE

Faculty and Staff

Park Forest Junior High School

There are sixty-one faculty and staff members employed at the Park Forest Junior High School; forty-one have earned Master's degrees and one holds a Doctor's degree. There are sixteen teacher aides, one paraprofessional in guidance and three secretaries.

There are three guidance counselors and a full-time secretary assigned to the Guidance and Counseling department of this school. The counselor-student ratio is 350. It is anticipated that the ratio will probably approach 325 over the next three years because of realignment of attendance areas of the two junior high schools.

Programs of Study

Park Forest Junior High School

The seventh and eighth grades have a program of studies common to all pupils. It is nevertheless true that within this common framework the materials used, the approaches to learning, and the work are adjusted by each teacher to fit each class group and insofar as possible, the needs and capacities of each individual within the group.

Grade 7

Required Subjects	Meetings Per Week	Elected Subjects	Meetings Per Week
English	5	French	3
World History	5	German	3
Biological Science or ISCS	5	Spanish	3
		Band	1
Mathematics	5	Orchestra	1
Physical Education	2		
Music	2		
Art	2		
Industrial Arts or Home Economics	3		

Grade 8

Required Subjects	Meetings Per Week	Elected Subjects	Meetings Per Week
English	5	French	3
American History	5	German	3
Physical Science or ISCS	5	Spanish	3
		Band	1
Mathematics		Orchestra	1
General Math	5		
Algebra (with recommendation)	5		
Art	2		
Industrial Arts or Home Economics	3		
Physical Education	2		
Health	2		
Music	2		

Beginning in the ninth grade a student must choose his courses. In addition to the required program of studies he must elect courses to fill his schedule.

Grade 9

Required Subjects	Meetings Per Week	Elected Subjects	Meetings Per Week
English	5	French 1	5
Pennsylvania History and Civics	5	German 1	5
		Spanish 1	5
Mathematics		Latin 1	5
Math 1	5	Art	2
Algebra	5	Crafts 1	2
Modified Algebra	5	Band	2
Plane Geometry	5	Chorus	2
Science		Personal Typing	2
General Science	5	*Consumer Education	5
Biology 1	5	Industrial Arts 1	5
Earth and Space	5	**Vocational Agriculture	5
Physical Education	2		
Health	2	Foods 1	5
		Clothing 1	2
		Orchestra	1

* Students planning on taking Business Education in High School should take this course.

** Students taking Vocational Agriculture must attend Westerly Parkway Junior High School.

Faculty and Staff

Westerly Parkway Junior High School

The Westerly Parkway Junior High School has fifty-four staff and faculty members; five teacher aides, one paraprofessional in guidance, three full-time secretaries and one half-time secretary. Of the faculty and staff of this junior high school, thirty-six hold Master's degrees, with two faculty members having Doctor's degrees. These two are on leave of absence during the year of this self-study, one serving as the President-elect of the National Education Association.

There are three guidance counselors and a full-time secretary assigned to the Guidance and Counseling department of this school. The counselor-student ratio is 300. It is anticipated that the ratio will probably approach 325 over the next three years because of realignment of attendance areas of the two junior high schools.

Programs of Study

Westerly Parkway Junior High School

The seventh and eighth grades have a program of studies common to all pupils. It is nevertheless true that within this common framework the materials used, the approaches to learning, and the work are adjusted

by each teacher to fit each class group and insofar as possible, the needs and capacities of each individual within the group.

Grade 7

Required Subjects	Meetings Per Week	Elected Subjects	Meetings Per Week
English	5	French	3
Social Studies	5	German	3
Science	5	Spanish	3
Mathematics	5	Band	1
Physical Education	2	Orchestra	1
Music	2		
Art	2		
Home Economics	3		
Industrial Arts	3		

Grade 8

Required Subjects	Meetings Per Week	Elected Subjects	Meetings Per Week
English	5	French (continued from Grade 7)	3
Social Studies	5		
Science	5	German (continued from Grade 7)	3
Mathematics			
General Math	5	Spanish (continued from Grade 7)	3
Algebra 1	5		
Physical Education	2	Band	1
Health	2	Orchestra	1
Music	2		
Art	2		
Home Economics	3		
Industrial Arts	3		

Beginning in the ninth grade a student must choose his courses. In addition to the required program of studies he must elect courses to fill his schedule.

Grade 9

Required Subjects	Meetings Per Week	Elected Subjects	Meetings Per Week
English 1	5	504 French 1	5
Social Studies 9	5	505 German 1	5
Mathematics		506 French 11	5
Mathematics 1	5	507 German 11	5
Algebra 1	5	508 Latin 1	5
Modified Algebra	5	511 Spanish 1	5
Modern Geometry	5	512 Spanish 11	5

Required Subjects	Meetings Per Week
Science	
Biology	5
Earth and Space	5
Physical Education 1	2
Health	2

Elected Subjects	Meetings Per Week
605 Band	2
606 Orchestra (Strings Only)	1
607 Choir	2
622 Art 1-A	5
623 Art 1-B	2
624 Crafts 1	2
*704 Wood Shop	5
*705 Metal Shop	5
*706 Power Mechanics	5
708 Technical Wood	2
709 Technical Metal	2
710 Technical Power Mechanics	2
712 Vocational Agriculture	5
*716 Clothing Construction	3
*717 Foods	3
*718 Clothing	5
*719 Foods	5
*800 Typing	5
*802 Consumer Education	5
801 Personal Typing	2

* Semester Courses (Choose Two)

Marking System

The marking system is common to both junior high schools.

A - 93 to 100
B - 86 to 92
C - 78 to 85
D - 70 to 77
E - Below 70

STATE COLLEGE AREA HIGH SCHOOL PROFILE

The State College Area High School is a comprehensive three year high school. It has a total of 1723 students. They are distributed in the following manner: Grade 10: 279 boys; 320 girls; Grade 11: 301 boys; 291 girls; Grade 12: 269 boys; 263 girls. Students are of families of local people who work in small industry, service occupations or rural

occupations or from families who are affiliated with the Pennsylvania State University. The presence of the institution, with its more than 30,000 young people has a tremendous impact upon the school system. Students from minority groups constitute less than 1% of the student population. Approximately 60% are transported by bus.

Middle States Association accredited the State College Area High School in 1970.

The Class of 1972 was not atypical. According to a survey made annually, they had the following post high school plans:

Total Students #	Total Students %	Post Graduation Goal	Boys #	Boys %	Girls #	Girls %
285	57.0	Colleges and Universities	142	56.3	143	57.6
6	1.2	State Colleges	4	1.6	2	.8
10	2.0	Junior College - Associate Degree				
		(Junior Colleges)	3	1.3	3	1.2
		(Associate Degree)	2	.8	2	.8
13	2.6	Vocational - Trade Schools	8	3.1	5	2.0
1	.2	Schools of Nursing	0	0	1	.4
7	1.4	Business Schools	2	.8	5	2.0
11	2.2	Other Schools				
		(PSU Continuing Education)	6	2.3	3	1.2
		(PSU Short Course)	1	.4	0	0
		(Practical Nursing)	0	0	1	.4
0	0	Post Graduate	0	0	0	0
18	3.6	Armed Forces	16	6.4	2	.8
26	5.2	Store Employment	8	3.1	18	7.4
23	4.6	Office Employment	2	.8	21	8.5
9	1.8	Factory or Trades	6	2.3	3	1.2
2	.4	Apprentice Training	2	.8	0	0
3	.6	Agricultural Work	3	1.3	0	0
77	15.4	Other Employment	46	18.3	31	12.5
1	.2	Remaining at Home	0	0	1	.4
8	6.3	All Others	1	.4	7	2.8

Those who planned to attend two and four year colleges had been accepted at the following institutions:

Colleges and Universities

American Academy of Dramatic Art	1
Antioch College	2
Bauder Fashion College	1
Berkely College of Music	1
Boston Conservatory of Music	1
Bryn Mawr College	1
Duke University	1
Eastern Nazarene College	1
Eisenhower College	1
Enbry-Riddle Aero University	1
Franklin and Marshall College	1
Graceland College	1
Grove City College	1
Hollins College	1
Haverford College	1
Indiana University of Pennsylvania	2
Ivy School of Art	1
Juniata College	2
MacMurray College	1
Northwestern University	2
Nyack Missionary College	1
Ohio State University	1
Ohio Wesleyan University	1
Pennsylvania State University	237
Philadelphia Music Academy	1
Reed College	1
Rhode Island School of Design	1
Sarah Lawrence College	1
Sir George Williams University (Canada)	1
St. Charles Seminary	1
Susquehanna University	1
Swarthmore College	1
United States Air Force Academy	1
University of California at Los Angeles	1
University of Colorado	1
University of Chicago	1
University of Delaware	1
University of Illinois	1
University of Massachusetts	1
University of Michigan	1
University of Pittsburgh	1
University of Richmond	1
University of Tampa	1
Washington and Lee University	1
Wilson College	1

State Colleges

Edinboro State College....2
Mansfield State College 3
Millersville State College....1

Junior Colleges

Central Piedmont Junior College....2
Chamberlayne Junior College 1
Florida Keys Junior College....1
Ivy School of Professional Art 1
Wesley Junior College....1

Pennsylvania State University - Associate Degrees

Agriculture Business....1
Air Pollution Technology 1
Computer Science....1
Park and Recreation 1

Nursing Schools

Lankenau School of Nursing....1

Vocational Trade Schools

Centre County Vocational-Technical School....1
Empire Beauty Academy 2
Johnstown Rehabilitation School....1
Meredith Mannor School 2
St. Francis Hospital-X-Ray Technology....1
Weaver Airline Personnel School 1
Williamsport Community College....4

Business Schools

DuBois Business School....1
Pittsburgh ICM Business School 1
South Hills Business School....5

As might be expected, students tend to score high on academic indices. For the Class of 1972, the median IQ was 113 ; the median SAT score was 475 . The class had 10 finalists and 10 semifinalists in the National Merit Program.

The main building of the high school was constructed in 1954. An extensive addition was added in 1962. The sophomore class meets classes in English, World Cultures and Physical Education in a portion of the

Westerly Parkway Junior High School across the street. In the present building there are fifty-four rooms available for classes. This includes two gymnasiums, eleven special class rooms such as home economics rooms, wood and metal shops, vocational agriculture shop, electronic shop, science laboratories, language laboratory, and typing rooms. Data processing equipment is also available.

Program of Study

Requirements for graduation are in accord with State Requirements: Physical Education: .50 credit, Health: .50 credit, Social Studies: 3 credits, English: 3 credits, Science: 1 credit, Mathematics: 1 credit, Electives: 5 credits. This is a total of 13 credits. A total of more than 140 courses are available to students. Students in grades 11 and 12 may meet their English requirements by electing from 45 separate nine week minicourses. Advanced courses are offered through Drafting III, AP English, AP Mathematics, AP American History, Chemistry II, Biology II, Spanish III and IV, French III and IV, German III and IV, Music Theory II, Wood Shop IV, Metal Shop IV.

Juniors and sophomores may elect Work Experience, a program which gives them work experience in industries in town on a cooperative basis. They receive credit toward graduation from this elective. In 1972-73 ninety students were enrolled in this elective. Seniors may elect a modified school day program which allows them to schedule as few classes as they need to graduate; the remainder of the day they schedule other educational experiences developed jointly by themselves, their parents and school. During the current school year seventeen students are enrolled.

Students also schedule courses in the Centre County Vocational-Technical School. These students schedule three courses in this high school and 2-1/2 hours of class in the Vocational-Technical School. A total of 24 offerings are available. Students are provided with bus transportation to the school, a ride of approximately twenty minutes. In the 1972-1973 school year, 130 students were enrolled in courses. This high school is allotted 310 students.

No specialized diplomas are granted by this school. The goal of the school is to encourage highly individualized programs of study and to make each student increasingly responsible for selecting his areas of study. Thus there is no "academic" or "general" course requiring a specific number of certain courses. Obviously, most courses are ungraded. There is a three year course in Special Education and in conjunction with the Work Experience program. These students receive the regular diploma upon graduation.

Extra-Curricular Program

The school has an extensive sports program. Varsity sports for boys include: football, soccer, basketball, wrestling, cross country, indoor track, outdoor track, tennis, baseball, gymnastics and golf. Varsity sports for girls include: basketball, field hockey, track, tennis, golf, gymnastics, softball. In addition to this program, the school also operates a well developed intra-mural sports program. Offerings in this

program vary, but within the last five years, the following activities have been offered: touch football, softball (boys and girls), volleyball (girls and boys), ping-pong (boys and girls), basketball (girls and boys), soccer (girls), tennis (boys and girls), open gym (girls and boys), ice skating (boys and girls), bowling (boys and girls), skiing (girls and boys), canoeing and sailing (girls and boys). These activities are scheduled after school, evening, or on weekends. They are supervised by paid teachers. A late bus is scheduled in the late afternoon to provide transportation to students participating in after school activities.

Approximately thirty clubs and other activities are also available to students. These vary and fluctuate, depending on the expressed needs of students. Thespians, Automobile Club, East Coast Model United Nations Conference, Foreign Relations, Chess, Medical Careers, are examples. An orchestra, a marching and a concert band, and an elaborate annual musical production give opportunities to students to become involved in activities.

Faculty and Staff

The faculty of the school is also diverse. There are 96 faculty and staff members employed at the high school; sixty-five have earned the Master's degree, or better, while six members have an earned doctorate. There are five clerical and secretarial staff members, twelve teacher aides and a part-time paraprofessional in Guidance.

There are five full-time counselors serving the need of the high school. One counselor is assigned full-time to the Career Resource Center and has the Vocational-Technical students assigned as counselees (127). Other students of the tenth grade are assigned to counselors alphabetically, while students of the eleventh and twelfth grades have the option of choosing their counselor or being assigned alphabetically. The student-counselor ratio is 400.

Marking System

A = Superior
B = Above Average
C = Average
D = Below Average
E = Failure
I = Incomplete
P = Pass
F = Fail

THE STANDARDIZED TESTING PROGRAM

Introduction

In order to present a meaningful evaluation of the State College Area Schools' standardized testing program from the guidance counselors' perspective, it was decided that the "Report of the Task Force for Evaluation, March 1972" should be the focal point around which the committee would develop this chapter. Committee membership consisted of Mrs. Kissinger, Mr. Schroeder, Mr. Faris and Doctor Baker.

The task force report has been included verbatim in this chapter because it provides a recent evaluation of standardized testing in the State College Area schools. However, the task force report has not been systematically reviewed by the present staff of guidance counselors. In addition, the two guidance staff members who participated in the task force are no longer employed by the State College Area schools.

The committee has perused the task force report and offered its suggested recommendations. These recommendations are interwoven into the narrative of this chapter.

Report of

The Task Force

for

Evaluation

March 1972

Members: Edward Frye, Chairman
Doris Bany
Suzi Hess
Robert Hughes
Jane Jenks
William Keough
Norm Lampman
Lew Rodrick
Nancy Steinbach
Dick Warner

I. Rationale for Standardized Testing

The Task Force believes that there is value in a standardized testing program. The most significant reason for giving any test within the district is to help the child who is taking the test. Specifically this calls for the district to use the results of its testing program to establish the best learning environment possible for each of the examinees. Quite obviously, this requires that the district spend a great deal of time in the development of local norms and other interpretation tools which will help the staff make a better utilization of the results.

The above does not negate the use of national norms, for despite our saying that we do things differently here, the children in our district do not remain here. They must compete with children from all over the country and we have an obligation to prepare them for this encounter. That is one of the prime reasons for using what are termed standardized tests.

Standardized testing is a systematic sampling of a person's performance at a given time, obtained under uniform conditions scored according to unifrom rules, and capable of evaluation by reference to normative information.

The following is a list of the most common reasons for various types of standardized tests. They are by no means all-inclusive, but it is a useful guide for the district if it keeps in mind the objectives stated above:

To improve the guidance of all students
To identify the gifted and especially talented students
To identify students in need of special educational assistance
To improve instruction and learning
To evaluate impartially the educational program

A. Achievement Tests

The broader coverage given by standardized tests in a more rigidly controlled procedure of administering and scoring, and especially in the availability of norms for evaluating different scores, make them especially useful for the following instructional purposes:

1. Evaluating the general educational development of pupils, the basic skills and those learning outcomes common to many courses of study.
2. Evaluating pupil progress during the school year or over a period of years.
3. Comparing the pupils general level of achievement with his scholastic aptitude or intelligence.

B. Scholastic Aptitude Tests

Tests designed to measure an individual's potential for learning have long been called intelligence tests. This usage has been declining, however, since so many people have come to associate the concept intelligence with inherited capacity. In place of the term intelligence test have come such terms as mental ability test and scholastic aptitude test. When the tests are used for school purposes, the latter term is generally preferred.

Since one of the major aims of the school is to assist each pupil to achieve the maximum of which he is capable, it is not surprising that aptitude tests should play a prominent role in the school testing program. An estimate of the mental ability of pupils aids in individualizing instruction, organizing classroom groups, indentifying underachievers, placing pupils in special classes, and in general planning for classroom instruction. Although the results of achievement tests are also useful for these purposes, tests of mental ability make a unique contribution in identifying the learning potential of pupils.

C. Affective Inventories

The limitations of affective inventories are such that their use should be somewhat restricted in school situations. They are probably most useful as a general screening instrument for identifying pupils who should be studied more closely by the school counselor. From a counseling standpoint, it may be most helpful to use the pupil's responses to individual items as a basis for counseling rather than his total score. Although teachers may assist in the administration of affective inventories, the use of the results should be left to the psychologically-trained counselor or psychologist.

Selection of Tests

II.

"Implicaton for change . . . will either be ignored or misused when the implications call for a radical reform of the system." (Educational Evaluation, 1969)

The Task Force was made up of individuals who had some "radical reforms" in mind concerning the District's testing program. Several members felt the tests we are using do not adequately evaluate our innovative programs. There was a feeling, also, that not enough use was being made of the test scores we were receiving.

However, when we attempted to make recommendations as to specific tests for specific areas or programs we found that we lacked the professional expertise to do this. Therefore, one of the specific recommendations the Task Force makes, as mentioned several times in this report, is that we employ a central testing expert who is better equipped than we to do this.

A few specific areas to which this testing and evaluation specialist might address himself are:

1. The need and search for tests in the affective domain.

   There has been much said about the affective domain and many teachers in our area feel that one of the major strengths in our innovative programs is in this area. Yet, we do not have a useful tool, especially at the elementary level, to measure our results. There is much to do in the affective domain for a testing and evaluation specialist.

2. A need for tests to evaluate specific District objectives at the precise level at which they are taught.

   We have grown in this District to expect our scores to be both higher and lower in specific areas than the national norms because we recognize that the test is not congruent with our instructional program.

   Tests must be selected that are congruent.

   One "light on the horizon" may well be a project under development at the UCLA Center for Evaluation Study. The project allows a district to identify the particular goals it deems important and provides nationally standardized test items for measuring the achievement of those goals.

   The State College Area School District has become involved in this study. The Task Force strongly recommends a follow-through.

3. A need for in-service training for staff, especially new teachers, in developing tests that could be used district-wide and for specific classroom needs.

Attached is an evaluation by the UCLA Center for Evaluation of several tests used by our District. These tests, along with many others, were rated in four self-descriptive categories listed across the top. The ratings on the chart would indicate that perhaps more effective tests could be selected. Such selections would be the task of the Evaluation Specialist.

P - Poor
F - Fair
G - Good

		Measurement Validity	Examinee Appropriateness	Administrative Usability	Normed Technical Excellence
Grade 1 :	SRA Primary Mental Abilities				
	A. Number Facility	P	G	G	P
	B. Perceptual Speed	F	G	G	P
	C. Spatial Relations	P	G	G	P
	D. Verbal Meaning	F	G	G	P
Grade 3 :	Stanford Achievement Test				
	A. Arithmetic Computation	F	G	G	F
	B. Arithmetic Concepts	F	F	G	F
	C. Language	F	P	G	P
	D. Paragraph	F	F	G	F
	E. Word Meaning	P	F	G	P
	F. Sciences & Social Studies Concepts	P	F	G	P
	G. Spelling	F	G	G	F
	H. Word Study Skills	F	G	G	F
Grade 4 :	Not given				
Grade 5 :	SRA Primary Mental Abilities				
	A. Number Facility	F	F	G	F
	B. Perceptual Speed	F	G	G	P
	C. Spatial Relations	F	F	G	P
	D. Verbal Meaning	F	G	G	F
	E. Reasoning	F	F	G	F

P - Poor
F - Fair
G - Good

		Measurement Validity	Examinee Appropriateness	Administrative Usability	Normed Technical Excellence
Grade 5 :	Stanford Achievement Test				
	A. Arithmetic Computation	F	F	G	F
	B. Arithmetic Concepts	F	F	G	F
	C. Language	F	G	G	F
	D. Paragraph Meaning	F	F	G	F
	E. Word Meaning	F	G	G	P
	F. Sciences	F	F	G	F
	G. Social Studies	F	F	G	F
	H. Word Study Skills	F	F	G	F
Grade 6 :	Stanford Achievement Test				
	A. Arithmetic Computation	F	F	G	F
	B. Arithmetic Concepts	F	F	G	P
	C. Language	F	F	G	F
	D. Paragraph Meaning	F	F	G	F
	E. Word Meaning	F	F	G	F
	F. Sciences	F	F	G	F
	G. Social Studies	F	F	G	F
	H. Spelling	F	G	G	F

III. Test Administration

Having isolated the purposes of standardized tests, the Task Force had to approach the timing of the tests to be most advantageous to such purposes. When the group reviewed the District's testing schedule of mental abilities, achievement, and aptitude tests, it realized that the schedule was not particularly conducive to the above stated purposes. Therefore the following schedule was developed feeling that it was more in keeping with District needs. Unless otherwise indicated, all tests will be given in the fall.

Tests	Grade and/or Age Level							
Scholastic Aptitude	2(7)		4(9)		7(12)		10(15)	
Achievement		3(8)*		6(11)		9(14)		
Aptitude - Differential					8(13)			11(16)

*Spring

(Parentheses indicate age of student)

The rationale for this schedule weighs the effective use of test results against both the benefit to the students and the financial resources required to obtain them. The Task Force felt that the District, in the past, has probably tested too much. Teachers and counselors only have so much time to devote to tests results, and the District's resources are limited. The above schedule indicates the feeling of the Task Force that not every type of test has to be given every year. This schedule can meet the following objectives of the district: (1) Obtain profiles on the scope and growth of the individual child. (2) Obtain data for comparisons for program analysis. (3) Obtain data for comparisons of class and objectives for administrators and principals. (4) Obtain data for District comparisons for board members, administrators, and parents.

A final reason for the reduction of testing is the growing financial burden of testing. While the initial purchase of the tests themselves is not exorbitant, the expense of scoring and data collection is getting to be prohibitive. In the last two years the increase in the cost of scoring the California Mental Maturity Test has risen from fifteen cents per student to thirty five cents per student. Every district must do some kind of cost analysis to decide whether the scores and figures are worth the public dollars spent on obtaining them.

The schedule needs further explanation in a few areas. The committee felt that achievement tests should be used as road maps pointing out the direction of the child and indicating the progress toward educational goals. Therefore, the achievement test was placed at grade three to give teachers and the District some idea of development after the student had been in the schools some time. A test at this time holds more validity and reliability

than one given in the first or second year of school. The next achievement test is given at grade six to determine whether there have been any changes either in positive or negative directions in student profiles. The test placement here serves two purposes: First, it provides the teacher of that child a guide, and secondly, it provides some recent data on which to base his junior high program. Sixth grade is the latest opportunity to furnish such data. The students' scores also help later students as they reflect the strengths and weaknesses of the school program. The achievement test scores should be able to pinpoint the spots that need some restructuring before another group comes along. For the same reasons an achievement test is given again during the ninth grade year just before the same student passes into senior high school.

The scholastic aptitude test given in grade two gives an indication of a child's potential for school at a time when that potential can be developed, and when individual needs can be defined as clearly as possible. A test of the same type given in grade four may provide a more valid and reliable understanding of him in the formative elementary years. Grade seven, when the third scholastic aptitude test is given, is a time when three years of junior high school are ahead of the student, and when everyone in that particular building needs to know a great deal about him.

In truth, it must be said that the differential aptitude tests are intentially spread through the years which contain no other tests. This represents a conscious effort by the Task Force to place the tests at a time when they will not work a testing burden on the student. The Task Force felt that the most important thing with regard to differential aptitude testing was that it was done at all levels of a stuent's education. Therefore, it is given in the fifth grade for elementary years, the eighth grade for the junior high years, and in the eleventh grade for the senior high student.

This schedule represents a cutback from the schedule currently employed by the School District. It is important to note here that affective tests are not listed. Affective inventory tests should be investigated; some affective testing needs to be done. This is a major recommendation of the Task Force. One of the committee's major concerns is that while this District indicates an interest and a commitment to the affective domain, little is done to measure in this area. Such lack of evaluation evidence seriously undermines our ability to determine student needs and feelings.

Finally, a word of explanation needs to be given on the time of year when each test is given. All tests, with the one exception of the third grade achievement test, provide the opportunity of obtaining the results at a time when testing companies can produce score data more efficiently. More importantly, it allows the teachers to incorporate the results, where applicable, into their pupil evaluation and curriculum planning. Indicated weaknesses will confirm or question any pupil placement or misplacement.

The exception to this testing schedule is the third grade or eight year old level achievement test. Since this test requires a proficiency in reading skills, it was concluded that in the spring the pupil's reading level would be higher and thus provide more validity and better reliability in the child's test results.

All the other testing would be available for individual students when a discrepancy is indicated or special testing is requested.

Test Conditions

What are the important testing conditions when administering standardized tests? There has been much discussion concerning what does and does not affect the reliability and validity of the standardized tests. The Task Force found it no easy task to reach concensus in the area of testing conditions. Research on the matter is inconclusive. The teachers on the Task Force believed very strongly that the standardization of the tests could be seriously impaired if the students taking that test were coached or given extra instructions.

The teachers also felt that anxiety and tension cause a great difference in the student's ability to perform on a standardized test. The point was raised that a large number of non-readers in a classroom could make the standardization worthless and not capable of offering valid results. In fact, the committee concluded that because of the anxiety and tension, eminent in the non-reader, that such students should not take the standardized tests. Test companies seem to agree with this view. The non-readers should perhaps not take mass tests, but should be tested individually by counselors. The length of time devoted to testing in any one period also was raised. Whether it should suit the attention span of the examinee or whether it should suit the test is a question of important consequence. General consensus was that the younger the child the shorter any one period of testing should be. Any closer definition than that was impossible.

The other members of the group were not quite as concerned with testing conditions as were the teachers on the committee, and they felt most of the variables in test conditions were reconciled in fractions of the scoring reliability. Regarding the testing situation, the following was determined: while the research indicates that it really makes little difference, the testing situation should occur in a well-lighted room with suitable writing surfaces and with minimum of noise and distraction. As much as possible, the actual situation should be the same for all examinations.

Regarding anxiety and tension, the Task Force decided that within rather wide limits the essential factor determining whether the test takers' attitudinal peculiarities will cause significant deviations in performance seems to be what the test situation means in terms of the test takers' own particular desires. Test administrators should concentrate on making the test situation as comfortable as possible.

The committee theorized that if a test is given and it is to be called standardized, then care should be taken to make it as standardized district-wide as possible. The exact instructions provided by the test publishers should be followed to the letter by all test adminstrators. The test should not be given in one manner in one classroom and given in a different manner in another. In an effort to achieve standardization, the committee makes the following recommendations:

1. One familiar person or team do the testing throughout the district.
2. Uniformity, as to time of day, length of testing time- and physical setting should be sought as much as possible.
3. For large group testing situations, tapes, microphones, loud speakers, or other ways should be employed so all students hear directions, etc.

4. With regard to the complex area of standardization, the Task Force believes that national standardization is not broken by relieving non-readers from taking the test. As will be indicated later, a major use of the standardized test scores is not to compare SCASD with the rest of the nation on overall test scores. The results obtained locally are used to analyze local outcomes on an item-to-item basis.

5. Almost all the research, indicates that coaching and practice do not really help most students score significantly better on standardized tests. The exception to this is those students who could be classified as coming from disadvantaged homes. Here, practice may be of some help. Teachers must be careful that any practice given does not result in a test score measuring the effectiveness of that practice rather than the thing the standardized test is really meant to measure.

6. Students should be encouraged to guess even when there is a guessing formula. Research indicated that guessing is done on a national level. It is therefore taken into account on standardized test scores.

7. While major concern was expressed over faking and distortion of information, the committee decided that very little of this can be done on an aptitude or achievement test. Nonetheless, most interest personality tests can be faked. There is less chance of this if such tests are given in a small group or on a one to one basis.

8. If classroom teachers are going to administer the tests, it would behoove the school district to provide much more in-service training in administering tests. This in-service would have to provide in-depth training in the use and interpretation of the results of standardized tests.

9. Finally, the Task Force offers a small gorup of interrelated items all of which are part of the testing situation. Any conclusions concerning capacity or potential for learning must be <u>inferred</u> from the results and such inferrences can only be valid when the following conditions (or assumptions) have been met:

   a. All pupils have had an equal opportunity to learn the types of tasks presented in the test.

   b. All pupils have been <u>motivated</u> to do their best on the test. The pupils need to be told what purpose the test serves, etc.

   c. All pupils have the "<u>enabling behaviors</u>" (such as reading skill) necessary for maximum performance on the test.

   d. None of the pupils is hampered by test panic, emotional problems, or other "disabling behaviors" which can prevent maximum performance on the test.

These conditions are seldom fully met, of course, but the extent to which they are not determines how much we err in estimating learning potential from scholastic aptitude test scores.

IV. Use of Test Results

A. Use of Achievement Test Results
The questions dealt with by the Task Force were:

1. Who uses the test results?
2. Are test results utilized?

While the obvious answer to the first question must include administrators and teachers, the Task Force recommends that students and parents be included also.

How can test results be utilized by each group ?

1. Teachers

Achievement test results supply specific information about the individual students with whom the classroom teacher works. Test results help the classroom teacher:

a. Plan instruction at the level of each pupil in the class.
b. Provide an objective measure of the achievement level of each pupil to be used as a basis for planning individualized instruction in each subject.
c. Compare present and past achievement in order to determine and evaluate the rate of progress.
d. To provide information to be used in forming instructional groups.
e. Provide a basis for reporting pupils' long range achievement to parents.
f. Evaluate each pupil's achievement in light of age, mental ability, and other factors.

2. Administrators

While administrators are interested in the same information as teachers, they also need the results for a more general view of the achievement of classes, grade or age levels, buildings, and the entire district. An overview of the test results at the levels provides:

a. An indication of subject strengths and weaknesses at levels indicated above.
b. A continuous record that reflects changes in curriculum.
c. Data used in identifying grade or age level problems.
d. Needs assessment with individual teachers on content and method.
e. Data on the effectiveness of instructional materials and programs.

3. Parents and Students

The Task Force recommends that students especially at the secondary level and their parents be apprised of the indications shown by their achievement scores. It is difficult to motivate a student to take a test, the results of which he never sees and which as far as the student can judge

do not affect him directly.

The test results should be used for students and parents as a road map to help indicate where the student is and areas that need study. Also, they summarize how well the student has done in his previous learning experiences.

Parents have the right to know how well the school and their children are succeeding in the educational development of their children. Whether it is a teacher, guidance counselor, or administrator who shares this information results must be interpreted fully and honestly in terms that can be understood by the student and parent. A conference where interaction can occur obviously is the most effective way of accomplishing this.

The Task Force feels that more use can be made of standardized test scores. Perhaps we have available too many scores to utilize effectively. Perhaps teachers just don't realize the value of these scores and consider them unimportant.

Whatever the reasons, they do not alter the fact that both local and national norms are valuable and important tools. Our district is one with a highly transient population; therefore our local programs must prepare children to function on the achievement level of children anywhere in the country. For this reason national norms are meaningful.

The uses that teachers and administrators make of standardized test scores call for a comparison of grade, school, or program with its counterpart local and national norms.

If we accept the reliability and validity of tests and methods of administering them, then we must let the results dictate to a large degree the future course of the District's program. Test scores should be "read" from different angles in an effort to obtain as much information from our tests as possible. Thus we are using tests in a summative manner to evaluate success so far and in a formative manner to dictate our future thrust, be it continuance or change.

B. Use of Scholastic Aptitude

The Task Force feels that important use can be made of Scholastic Aptitude test results. Tests that are nationally standardized take into consideration all the variables can still give a fairly reliable scholastic aptitude score. Used with discretion, this base line data can provide teachers and schools important aid in meeting the individual needs of each student.

Evaluation : The Affective Domain

When we looked for evaluation material in the affective domain we found it usually in relation to some national educational research project or a sponsored local research project (for which a report had to be written). Only rarely did we find an affective evaluation technique used because a group of local teachers wanted to know whether students were developing in a particular way. It was evident that evaluation work for affective objectives was marginal and was done only when a very pressing question was raised by the faculty or when someone wished to do "educational" research.

It is not entirely fair to imply that evaluation of the attainment of affective objectives is completely absent from the regular activities of schools and teachers. Undoubtedly almost every teacher is on the alert for evidence of desirable interests, attitudes, and character development. However, most of this is the noting of unusual characteristics or dramatic developments when they are almost forced on the teacher's attention. What is missing is a systematic effort to collect evidence of growth in affective objectives which is in any way parallel to the very great and systematic efforts to evaluate cognitive achievement.

Our relatively meager knowledge about the affective domain complicates the currently recognized problems of obtaining evidence of achievement toward affective goals. Perhaps the most serious problem encountered in attempts to measure affective achievment is the vagueness of the terminology used to describe behavior in the affective domain. Terms like interest and appreciation are difficult to translate into specific, observable behavior.

Certain philosophical issues also contribute to the difficulties of measurement and evaluation in the affective domain. One is the issue of education versus indoctrination. In a democracy, especially a heterogeneous one such as ours, education is supposed to serve the ends of free choice and an attempt to persuade or coerce the individual to accept one particular belief or set of values over others. Indoctrination dealing with the promotion of particular attitudes and beliefs is quite intimately associated with the affective domain. Because of American society's negative view of indoctrination, teachers are understandably hesitant about teaching and testing in the affective domain. In many cases, also, a person's beliefs are considered to be his private concern. The privacy of one's beliefs is of particular significance when political or religious issues are involved.

Finally, measurement is difficult in the affective domain, because here we are concerned that a student will do a task or does hold an attitude. In the cognitive domain, we are interested only in determining if a student can perform a task, can state a belief for himself. In the cognitive domain, a teacher can present him with a task and determine whether or not he can perform it. In the affective domain, however, the matter is much more complicated. How can we determine whether or not a student holds a given attitude? We can ask him a series of questions designed to reveal his attitude and this is the method often used. It is quite easy, however, for the student to answer the questions to indicate the attitude desired by the teacher while he believes just the opposite. A more valid technique to determine a student's feelings or attitude toward something would be to make systematic observations of his behavior in relation to that thing. The difficulty with this technique is the time involved in the systematic observation of each student and the

fact that many feelings the teacher would like to determine involve behaviors that cannot always be observed during school hours.

The necessary use of questionnaires to determine affective achievement brings us face to face with the problem of honesty; that is, "Are the student's responses accurate reflections of the way he actually feels and behaves, or is he only giving answers he thinks the teacher wants him to give ? " This problem can be diminished in two ways. In some cases, the questions can be written so subtly that the student has difficulty determining the desired response and must, therefore, give an honest one. In all cases, however, it can be made clear to the students that their responses will be used in no way in determining their course grade. Not using responses concerning student's values in determining grades may be philosophically desirable in many situations.[2]

Observational techniques are especially useful in evaluating performance skills and certain aspects of personal--social development. In addition, the results of observation supplement and complement paper-and-pencil testing by indicating how pupils typically behave in natural situations.

The least structured of the observational techniques is the anecdotal record. This is simply a method of recording factual description of pupil behavior. To make anecdotal record keeping feasible, it is usually necessary to restrict observations at any give time to a few types of behavior or to a few pupils. Acnedotal records possess the advantages of (1) providing a description of behavior in natural settings, (2) obtaining evidence of exceptional behavior which is apt to be overlooked by other techniques, and (3) being usable with the very young and the retarded. Their limitations are (1) the time and effort required to maintain an adequate record system, (2) the difficulty of writing objective descriptions of behavior, and (3) the problem of obtaining an adequate sample of behavior. These limitations can be minimized by following specific procedures for observing and recording the behavioral incidents. Suggestions for improving andedotal records include: (1) determining in advance what to observe, (2) describing the setting in which the behavior occurred, (3) making the record as soon as possible, (4) limiting each anecdote to a single incident, (5) separating factual description from interpretation, (6) recording both positive and negative incidents, (7) collecting a number of anecdotes before drawing inferences, and (8) obtaining practice in observing and recording pupil behavior.

Rating methods provide a systematic procedure for obtaining and recording the judgments of observers. Of the several types of rating scales available, the descriptive graphic scale seems to be the most satisfactory for school use. For some purposes, ranking methods also are useful. In the rating of procedures, products, and various aspects of personal-social development, certain types of errors commonly occur. These include, (1) personal bias, (2) halo effect, and (3) logical errors. The control of such errors is a major consideration in construction and using rating scales. Effective ratings result when we (1) select characteristics which are educationally significant, (2) limit ratings to directly observable behavior, (3) define clearly the characteristics and the points on the scale, (4) limit the number of points on the scale, (5) permit raters to omit ratings where they feel unable to judge, and (6) combine ratings from several raters, wherever possible.

Checklists perform somewhat the same functions as rating scales. They are used in evaluating procedures, products, and aspects of personal-social

development where an evaluation of the characteristics is limited to a simple "present-absent" judgment.

Involving pupils in the construction and use of rating devices has special values from the standpoint of learning and aids in the development of self-evaluation skills. [3]

In some areas of learning and development it is desirable to supplement the teacher's observations with information obtained directly from the pupils. We can ask the pupils to rate or judge their peers (their fellow pupils) and to report on their own feelings, thoughts, and past behavior. A variety of (1) peer-appraisal methods, and (2) self-report techniques have been developed for this purpose.

Peer appraisal is especially useful in evaluating personality characteristics, social relations skills, and other forms of typical behavior. The give-and-take of social interaction in the peer group provides pupils with a unique opportunity to observe and judge the behavior of their fellow pupils. Since these peer ratings are based on experiences which are seldom fully visable to adult observers, they provide an important adjunct to other methods of evaluating personal-social development.

Peer-appraisal methods include the "guess who" technique, the sociometric technique, and social relations scales. The first of these techniques requires pupils to name those classmates who best fit each of a series of behavior descriptions. The number of nominations each pupil receives on each characteristic indicates the reputation he holds among his peers. This nominating procedure can be used to evaluate any aspect of behavior which is observable to fellow pupils. The sociometric technique also calls for nominations but here the pupils are to indicate their choice of companions for some group situation or activity. The number of choices a pupil receives serves as an indication of his social acceptance and the network of choices can be used to plot the social structure of the group. The results can also be used to rearrange groups, to improve the social adjustment of individual pupils, and to evaluate the influence of school practices on pupils' social relations. Published social relations scales are also available for some of these purposes. They are less flexible than the traditional sociometric technique but they have the advantage of standardized procedures of administration and scoring.

Self-respect techniques are typically used to obtain information which is inaccessible by other means. This includes reports on the pupil's past experiences and his perceptions of his inner life. Such information can be obtained by personal interview but a self-report inventory is more commonly used. The inventory is a sort of standardized written interview which provides comparable results from one person to another. Effective use of self-report techniques assumes that the respondent is both willing and able to report accurately. Thus, special efforts must be made to meet these conditions.

Activity checklists provide a survey of the pupil's past experiences which is useful in assessing learning readiness and in curriculum planning. Problem checklists, personality inventories and projective techniques aid in evaluating the personal-social adjustment of pupils. Of these, the problem checklist is the only one recommended for use by the classroom teacher. Interest inventories contribute to a better understanding of pupils and are

especially useful in educational and vocational planning. Attitude scales provide an indication of the feelings and opinions pupils hold toward various groups, institutions, and ideas.

Peer ratings and self-report inventories provide useful information for understanding pupils better and for guiding their learning, development, and adjustment. These purposes will be best served, however, when the information is combined with test results, observational data, and all other available data concerning the pupils.[4]

Here in the State College Area School District, evaluation material in the affective domain is very limited. In the elementary grades teacher observation and anecdotal records constitute the only widely used methods. As has been previously noted, these techniques are unstructured and allow the teacher great latitude in their use. Techniques such as checklists, peer appraisal and self reports may be used by each teacher when and if he sees fit. Students suspected of having serious problems are referred to the school psychologist for further testing.

At the secondary level, the only test given is the Kuder Interest Inventory. This test measure extent of occupational interests of a student and is administered to the entire student population in ninth grade. It is given upon special request in the senior high school. Other tests designed to measure the affective domain, such as the Mooney Problem Checklist Test, were discarded as a result of the invasion of privacy idea previously mentioned. Students with serious problems are referred to the school psychologist who test and decides on a course of action, if any.

FOOTNOTES

[1] Dr. Krathwohl, B.S. Bloom, B.B.Masia as cited in Edwin Fenton, Teaching The New Scodial Studies In Secondary Schools (New York: Holt, Rinehart & Winston, Inc., 1967) pp. 45-46

[2] Fred Smith and Sam Adams, Educational Measurement For The Classroom Teacher (New York: Harper and Row, 1966) pp.167-185

[3] Norman E. Gronlund, Measurement and Evaluation In Teaching (Toronto: The MacMillan Co, 1969) pp. 328-329.

[4] Ibid. pp. 357-358

STATE COLLEGE AREA SCHOOL DISTRICT
State College, Pennsylvania 16801

SPECIFIC RECOMMENDATIONS OF THE TASK FORCE

1. The coordination of the District's testing program, the selection of appropriate tests and the analysis of test results needs to be assigned to a person whose major function is in the area of evaluation. While he would not conduct all the testing himself (although he may do some individual cases), he would be in charge of the District's evaluation design.

2. An altered testing schedule as listed elsewhere in this report.

3. A more intensive effort at "uniformity" factors in test administration. Also listed elsewhere in this report.

4. More teacher in-service time devoted to evaluation, generally and test interpretation, specifically.

5. A continued interest in the UCLA Center for Evaluation Study. Perhaps in the near future, specific test items can be chosen which measure on national and local norms our efforts toward the goals we choose.

6. The use of the standardized test scores as an important element in program priorities and thrusts.

7. The continuation of the "Yardstick" type interpretation of test scores for particular grade levels. This study gives an overview of the school population by socio-economic background and potential learning ability. Also it gives the academic scores and growth for these particular areas. The study provides an idea of how well the school is meeting the particular needs of the particular groups.

8. Non-readers should not be required to take standardized tests. For these students this is a frustrating experience. The Task Force takes the view that allowing these students not to take the test does not break the "standardization" as has been feared. The scores of such students are meaningless; they have had to guess. Such results are not worth the high psychic cost of obtaining them. Principals, teachers and counselors need to find a method of identifying such students and make special provision for them.

9. Local norms need to be established. After preliminary comparison with national norms, these scores need to be analyzed by building to add to the evaluation design, not only of students, but of the varied programs within the building.

10. Appropriate tests need to be found for the affective domain, a large component in all our innovative programs. The Task Force realizes the "touchiness" involved in this kind of testing, but feels that new programs need to be evaluated in this vein also.

11. Tests ought be used both as formative and summative tools. That is, teachers should be aware not only of the level of a child's progress but what areas the test indicates are important for future study.

12. Students need to be motivated to take standardized tests. Rather than "play down" the importance of the test to ease frustration, the teacher needs to motivate children to do their best on this and any other type of examination. The concern, of course, is that this is not overdone.

13. Test results need to be shared with students and parents. Motivation to take a test or learn anything is greatly diminished if the student is not made aware of his progress and achievement. Parents have a right to know how well their children are performing and the implication of test results.

ETF:cg
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Recommendations Based on the "Report of the Task Force for Evaluation"

The committee on standardized testing has reviewed the Task Force report with interest. In so doing, it has been decided that much of the report is worthy of our support. However, there are also some portions which have evoked questions and counter-recommendations. In the remainder of this section, our specific recommendations for support and counter-recommendations have been enumerated.

Page one of the Task Force Report offers three instructional purposes for the group-administered achievement tests. As the tests are presently being used, this committee doubts whether these purposes are being fulfilled. To be more specific:

1) At the elementary level where there is evidence of teacher use of individual test results, there is little apparent use being made of the part scores from the achievement tests.

2) At the junior high school level there is little evidence that purposes 1 through 3 are being fulfilled.

3) At the senior high school level there is little evidence of broad teacher interest in the individual test results.

If these specific observations of guidance staff members are accurate, one wonders about the usefulness of achievement test results for instructional purposes. It would appear that, at present, the primary usefulness of the achievement testing results is when group data are used in order to evaluate broad objectives at grade levels.

Page two of the Task Force report discusses scholastic aptitude or intelligence testing. A general feeling among the members of the guidance staff is that all group intelligence or scholastic aptitude testing be eliminated in the State College Area Schools. When needed, individual testing may be recommended. As one counselor has stated: "All too often a teacher will ask what a student's IQ is and will make an evaluation on this basis. Most teachers do not know how to interpret a test, let alone discriminate on an IQ test...With the inaccuracy of the IQ test and the overestimation of the test by teacher, parent and student, the test's disadvantages outweigh the advantages."

Page two of the Task Force Report also introduces the idea of testing the affective domains. We are aware that teachers often teach for what is tested which, in our present testing program, is content achievement. Yet, when school systems state their objectives such affective goals as "good citizenship", "be all that he is capable of

being", "good decision maker", etc. appear. Because of the existing dearth of emphasis and evaluation relative to the affective domain, and because of the proclivities associated with counseling, this committee strongly supports the Task Force recommendations relative to the affective domain.

It is felt that an affective testing instrument should be administered not only as a general screening device but also in other ways so that we may be aware of general strengths and weaknesses. Thus, students can be offered programs via guidance and/or teaching faculty when appropriate.

One existing evaluation program which may be worthy of further consideration is QUESTA. This evaluation strategy is published by the Educational Testing Service (Baird & Peterson, 1972) and supposedly generates information about how members see the environment of the school and how each individual feels about himself and the perceptions, values, expectations, satisfactions and dissatisfactions of the various groups that make up a school community. One Pennsylvania school known to be familiar with this program is Mt. Lebanon School District, Pittsburgh, Pennsylvania. Perhaps this program is worthy of further investigation.

Another area worthy of consideration relative to the affective domain is those evaluative ventures that have been undertaken because of the career education movement. Already in existence are such instruments as Readiness for Vocational Planning (Gribbons & Lohnes, 1964); the Vocational Development Inventory (Crites, 1965); the Work Values Inventory (Super); the Career Development Inventory (Super, et al., 1971); and the Cognitive Vocational Maturity Test (Westbrook, 1973). Those seeking to develop programs for evaluating success relative to the affective domain may find these instruments worthy of investigation.

Finally, D. R. Krathwohl et al. have suggested better tools for evaluation in the affective domain. In fact, that is the major purpose of their handbook, Taxanomy of Educational Objectives--Affective Domain (New York: David McKay Company, Inc., 1964). Perhaps this handbook offers some tools for evaluating the affective domain.

Page seven of the Task Force report offers a suggested standardized testing schedule for the State College Area School District. Figure 1 presents the existing standardized testing program as the guidance staff views it. There are differences for three reasons: 1) This committee has added some additional "external" tests which are taken voluntarily by large numbers of secondary students. 2) An interest test inventory has been added. 3) Not all of the Task Force suggestions have been implemented yet.

Figure 1

Standardized Testing at Present (State College Area Schools)

CLASSIFICATION	Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	Aptitude									Differential Aptitude Test		*NEDT	*PSAT *SAT *GATB	*SAT *GATB
	Intelligence			SRA Primary Mental Abilities Test		SRA Primary Mental Abilities Test			California Test of Mental Maturity			Otis Quick		
	Achievement				Stanford Achievement			Stanford Achievement			Stanford Achievement		*CEEB	*CEEB
	Interest										Kuder Preference Record-Vocational			

* Voluntary and/or external

This committee would like to offer the following suggestions relative to the existing and suggested schedules: 1) Eliminate all SCASD-sponsored "internal" group standardized testing in grades ten through twelve. Information offered by the Otis and the D.A.T. in grades ten and eleven is relatively useless when many students are voluntarily taking the NEDT, PSAT, SAT, GATB and CEEB achievement tests. When students choose to take tests from those mentioned above, they have a personal reason, and thus interpretation of the results is meaningful. We suspect that the Otis and DAT taken in grades ten and eleven will be used sparingly. Thus, is it worth the time and the cost? 2) As was suggested earlier, the SCASD should eliminate all group scholastic aptitude or intelligence testing using individual tests on a referral basis. 3) Try to shorten the time lag between standardized testing and the return of the results to interested personnel.

This committee wishes to support those nine recommendations offered on pages nine and ten of the Task Force report. There seems to be a real need to emphasize the importance of the role of the instructional staff in the administration, understanding, and use of the achievement test results. For that reason, this committee strongly supports the teacher-related recommendations on page eleven of the Task Force report.

The second paragraph on page twelve of the report speaks of the right of parents to know test score results. Elsewhere, emphasis is given relative to the student right-to-know, and the need for teachers and administrators to be test-sophisticated as well as to make better use of the results. If all of these publics who are entitled to test interpretations actually requested their due, it would be an impossible task for the present counseling staff to perform. Two explanations of this statement are offered. First, there would not be enough time. Second, not all of the present SCASD guidance counseling staff is sufficiently sophisticated enough relative to standardized testing to perform this function.

The final effort of the Task Force report is a statement of thirteen specific recommendations. This committee wishes to endorse the recommendations. It is suggested that guidance counselors be included wherever possible in those efforts to implement these recommendations.

ENROLLMENT and WITHDRAWAL TRENDS

STATE COLLEGE AREA SCHOOL DISTRICT
Enrollment Projection
Current and Previous Years' Figures are Actual
Ten Future Years' Figures are Projections

November 1972
Projection of Enrollment based upon the November 1 enrollment of this and the past five years.

Selected to be the official enrollment projection for 1972-73.

	K	1	2	3	4	5	6	7	8	9	10	11	12	K-6	7-9	10-12	K-12	Special El.	Special Jr.	Special Sr.	Total
67-68	787	*60* 683	*56* 622	*50* 629	*61* 567	*44* 569	*43* 582	581	546	506	515	455	401	*314* 4439	1633	1371	*314* 7443	24	21	15	*314* 7503
68-69	772	*59* 722	*59* 665	*51* 604	*50* 654	*55* 585	*42* 562	626	584	548	505	489	443	*316* 4564	1758	1437	*316* 7759	27	16	15	*316* 7817
69-70	750	*52* 707	*58* 708	*48* 655	*48* 588	*45* 646	*51* 585	604	626	581	553	491	487	*302* 4639	1811	1531	*302* 7981	18	17	10	*302* 8026
70-71	646	*38* 678	*49* 683	*48* 679	*43* 639	*42* 599	*36* 639	638	590	613	581	520	479	*256* 4563	1841	1580	*256* 7984	22	15	19	*256* 8040
71-72	617	*23* 584	*41* 635	*39* 649	*44* 661	*40* 612	*39* 583	679	628	584	620	551	503	*226* 4341	1891	1674	*226* 7906	27	14	18	*226* 7965
72-73	578	*29* 576	*22* 555	*36* 648	*41* 608	*44* 640	*32* 611	630	667	626	597	587	533	*204* 4216	1923	1717	*204* 7856	23	13	12	*204* 7904
73-74	597	*29* 528	*29* 550	*22* 531	*36* 633	*41* 599	*44* 629	646	624	663	631	580	575	*201* 4067	1933	1786	*201* 7786	22	16	15	*201* 7839
74-75	602	*29* 547	*29* 502	*29* 526	*22* 516	*36* 624	*41* 588	676	640	620	668	614	568	*186* 3905	1936	1850	*186* 7691	24	14	16	*186* 7745
75-76	577	*29* 552	*29* 526	*29* 478	*29* 511	*22* 507	*36* 613	632	670	636	625	651	602	*174* 3764	1938	1878	*174* 7580	23	13	14	*174* 7630
76-77	584	*29* 527	*29* 501	*29* 502	*29* 463	*29* 502	*22* 496	652	626	666	641	608	639	*167* 3575	1944	1888	*167* 7407	22	15	12	*167* 7456
77-78	584	*29* 534	*29* 508	*29* 477	*29* 487	*29* 454	*29* 491	521	646	622	671	624	596	*174* 3535	1789	1891	*174* 7215	24	15	13	*174* 7267
78-79	584	*29* 534	*29* 508	*29* 484	*29* 462	*29* 478	*29* 443	523	615	642	627	654	612	*174* 3493	1780	1893	*174* 7166	22	14	14	*174* 7216
79-80	584	*29* 534	*29* 508	*29* 483	*29* 469	*29* 453	*29* 467	475	517	611	647	610	642	*174* 3498	1603	1899	*174* 7000	22	13	13	*174* 7048
80-81	584	*29* 534	*29* 508	*29* 483	*29* 468	*29* 460	*29* 442	499	469	513	616	630	598	*174* 3479	1481	1844	*174* 6804	23	15	12	*174* 6854
81-82	584	*29* 534	*29* 508	*29* 483	*29* 468	*29* 459	*29* 449	474	493	465	518	599	618	*174* 3485	1432	1735	*174* 6652	22	14	14	*174* 6702
82-83	584	*29* 534	*29* 508	*29* 483	*29* 468	*29* 459	*29* 448	480	468	489	470	501	587	*174* 3484	1437	1558	*174* 6479	21	15	15	*174* 6530

Underlined italic figures in upper right of a block represent Parochial School enrollment or projection.
Prestige Elite figures in each block represent enrollment or projection for public schools.
"Special", denotes Special Education - Not included in grade projections.
Data given within shaded areas is unreliable in that the kindergarten enrollment past 1976-77 cannot be known at the time of construction of the projection and is presumed to remain static.

It is the practice of the school district to construct an Enrollment Projection annually based upon the attendance data obtained on November 1, thus enrollment figures for a given grade will differ on the projection with those of the chart on Enrollment Trends based upon data from a different part of the school year and appearing elsewhere in this study.

An examination of the projected total enrollment reveals a trend toward a slow but steady decline in enrollment from the present into the foreseeable future. This would only be checked by a significant increase in the enrollment of the Pennsylvania State University and/or a significant industrial development to occur. Neither of these are being planned at this time and the district has no current plans to construct new buildings in preparation for an enrollment increase.

The greatest immediate drop in enrollment is in grades kindergarten through sixth. The enrollment of grades seven through nine has peaked, to remain almost static until 1977-1978 when it will decline. The enrollment in grades ten through twelve will peak during 1976-1977 and remain static until the decline begins in 1980.

Along with the trend in decreasing enrollment has been a trend over this (1972-1973) and the past two years for the district to maintain a zero budget, or, at least, to add no new positions. Assuming that budgetary restrictions do not dictate that positions be eliminated, the counseling program of the elementary and junior high schools should be enhanced, if fewer students to be served is a criteria, but, although the highest projected enrollment for the senior high school is only 182 students (1979-80) over the present (1972-73), it would indicate probable greater need for attention to be given to this area of the counseling program in terms of energy and money.

The annual school census, over the past six years, has shown a turnover of residents of twenty percent in the townships and thirty-five percent in the Borough and less than sixty percent of the students who enter kindergarten graduate from the State College Area High School. The student turnover is greatest in the elementary grades and especially the early grades. This situation is created by the mobility of young families associated with the University as students and/or junior members of the teaching staff moving to different opportunities.

There is much less mobility of families having junior or senior high school age students. These families are older and better established within their work situation.

The district had been growing quite rapidly until 1969-1970 when University enrollment stabilized and there was a sudden decline in work opportunity at a major industry causing many families to leave the area.

Some of these factors are reflected by the following chart entitled "Enrollment Trends as Shown by Three Class Groups".

ENROLLMENT TRENDS

As Shown by Three Class Groups

Most Recent Graduating Class						Present Tenth Grade						Present Seventh Grade					
Year	Grade	Beginning of Year Enrollment	Entries	Withdrawals	End of Year Enrollment	Year	Grade	Beginning of Year Enrollment	Entries	Withdrawals	End of Year Enrollment	Year	Grade	Beginning of Year Enrollment	Entries	Withdrawals	End of Year Enrollment
71-72	12	484	8	21	471												
70-79	11	497	9	24	482												
69-70	10	517	17	24	510	72-73	10	597									
68-69	9	548	9	18	539	71-72	9	588	33	34	587						
67-68	8	550	10	15	545	70-71	8	588	23	24	587						
66-67	7	538	19	11	546	69-70	7	606	15	23	598	72-73	7	630			
65-66	6	487	21	25	483	68-69	6	563	22	28	557	71-72	6	584	22	30	576
64-65	5	502	18	25	495	67-68	5	567	24	32	559	70-71	5	600	17	24	591
63-64	4	497	32	36	493	66-67	4	565	33	32	566	69-70	4	601	28	42	587
62-63	3	513	30	34	509	65-66	3	574	34	36	572	68-69	3	607	31	35	603
61-62	2	Data Not Available				64-65	2	592	39	49	582	67-68	2	627	32	46	613
60-61	1					63-64	1	619	42	55	606	66-67	1	622	57	60	619
59-60	K					62-63	K	632	42	56	618	65-66	K	693	48	75	666

The increase in enrollment at the seventh grade is due to students who have been attending parochial school entering public school at this time.

A further analysis of enrollment data would include the student dropout situation, and this is tabulated in the following table for the past two school years.

STATISTICAL ANALYSIS OF STUDENT DROPOUT

Grades 10-12

			1970-1971	1971-1972
Number of Dropouts			35	39
Sex	Male		24	26
Sex	Female		11	13
Age	15		0	2
Age	16		4	5
Age	17		31	32
Grade	10	Male	9	8
		Female	1	3
at	11	Male	7	12
		Female	2	4
Drop	12	Male	8	6
		Female	8	6
*	W-6		31	29
	W-7		4	3
Official	W-8		0	2
Reason	W-10		0	1
For	W-11		0	1
Drop	W-12		0	1
	W-14		0	2

*

W-6 Quit school after passing required attendance age.

W-7 Issued a General Employment Certificate (Age 16 years).

W-8 Issued a Farm or Domestic Service Exemption Permit.

W-10 Deceased

W-11 Physically Incapacitated

W-12 Mentally Incapacitated

W-14 Committed to correctional institution.

There were twice as many males as females who left school before graduation.

There is no obvious trend regarding grade level at dropout.

Although not indicated by the table, it was found when constructing it that the months with the highest numbers of students dropping out of school occurred in September (13) followed by February (12). January, May and November followed with eleven. No month during the school year, however, was void of having students dropping out of school.

The senior high school counseling staff, in reviewing the cases represented by the statistical analysis, find no one factor making a student decide to leave high school before graduation, but, rather, a constellation of circumstances leading to dropping out.

Five general categories appear to have initiated the causes of the dropouts' difficulty in school.

The greatest majority of the dropouts had difficulties at home. Some came from broken homes; parents were either separated or divorced. Some had one or both parents deceased. Others had parents who exerted a tremendous amount of pressure on their children to succeed which resulted, in some cases, with the child believing he could never meet these high expectations. On the opposite end of the continuum, some parents saw no value in education and these feelings were transferred to their children. A few had one or both parents who were alcoholics and these parents had a great difficulty coping with their own problems. Approximately 70% of the students who dropped out of school between 1970 through 1972 were confronted with one or more of these difficulties at home.

Approximately 10% of the students who dropped out of school had a tested IQ that was fairly low and thus felt extremely frustrated in classes. Included in this group are students who exhibited inadequate reading ability.

Another 10% saw an immediate full-time job as being more valuable than finishing school. Also included in this group are students who needed an immediate job to help support the family.

Approximately 5% of the students who dropped out had deep psychological problems and could not cope with the realities of school and life in general.

The remaining 5% had an extremely immature outlook, seeing school as a place only to have fun. These children refused to cope with any kind of work demands required of them.

Regardless of whatever or how many categories the dropout could possibly be placed in, the majority who left before graduation viewed school as an unfriendly and unenjoyable place. Despite the numerous curriculum possibilities offered, whether it be vocational-technical, vocational-agricultural, work experience, business, or, academic,

school was not effectively meeting many of these students' needs. School policies may have been too structured to meet their individual learning needs. In any event, the perceptions held by the dropout then led to various behaviors; some students were truant from classes and/or school which in turn placed some in constant academic difficulty. Others became juvenile offenders with the law. A few turned to drugs in an attempt to find answers to questions they may not have even formulated.

Understanding the Perspectives and Aspirations of the Guidance Program's Various Publics

Administrator Survey

Introduction

The Teacher's Survey served as a prototype for the survey to be given to the administrative staff. Upon perusal of the completed Teacher's Survey, the committee assigned to develop one for administrators decided that with minor alterations that survey would adequately serve the administrative staff. In addition to being a decision which would economize on time and effort, the information received from the two samples would be comparable. The committee involved with the development of this survey consisted of Miss Farrell, Mr. Fonda, Mr. Leubuscher, and Doctor Baker.

An investigation of the Administrator Survey found at the conclusion of this section will reveal that many questions are the same as those in the Teacher Survey. Concurrently, the remainder are revisions made in order to ask questions more appropriate to a sample of administrators.

Every principal and assistant principal at each of the State College Area schools was given a copy of the instrument and asked to complete it. The sample size was fourteen.

STATE COLLEGE AREA SCHOOL DISTRICT
COUNSELING AND GUIDANCE DEPARTMENT

ADMINISTRATOR SURVEY

Dear Administrator: The guidance staff is in the process of a year-long self-study. Please help us by giving an honest response to each of the following survey items. A quick return is needed in order to analyze the information. Please return completed surveys to the mailbox of a counselor in your building.

Please circle the appropriate information relative to the grade level of the students you supervise:

Elementary Junior High Senior High

In the following section use one of the three responses given below for each question.

Y = Yes N = No ? = Uncertain

1. Do you believe that you understand the purposes of the guidance program in your school? ..... ____ (01)
2. Do you believe that counselors and teachers are trying to accomplish similar purposes in your school? ..... ____ (02)
3. Do you think a good counseling service can be helpful to you as an administrator? ..... ____ (03)
4. Do you think a good counseling service can be helpful to teachers? ..... ____ (04)
5. Do you believe that you are part of the guidance program? ..... ____ (05)
6. Is the counseling service in your school helpful to you as an administrator? ____ (06)
7. Do you have adequate time to see the counselor when the need arises? ..... ____ (07)
8. Do you think the counseling service in your school is helpful to students? . ____ (08)
9. Do you think that the guidance facilities are adequate? ..... ____ (09)
10. Do you think the counseling service should be limited to students with special problems? ..... ____ (10)
11. Do you think that the counseling service should be concerned with the developmental needs of all students? ..... ____ (11)
12. Do you think students are able to see a counselor easily when a need arises? ____ (12)
13. Do the counselors keep you informed on their work with students? ..... ____ (13)
14. Have you ever requested a conference with the counselor to discuss ways you might work more effectively with an individual or group of students? ..... ____ (14)
15. Is the counselor usually available within a reasonable amount of time when you need him? ..... ____ (15)
16. Are your teacher's classes often disrupted unnecessarily by counselors? ... ____ (16)
17. Are any developmental counseling topics included in your teacher's classroom (e.g., peer relationships, self-concept, career development, problem solving, decision making, etc.)? ..... ____ (17)

18. Do you think parents are sufficiently involved with the counseling service? ..... ____ (18)

19. Do you think career development should be an integrated part of the K-12 curriculum? ..... ____ (19)

20. Do you ever refer students to the counselor? ..... ____ (20)

21. Are you aware of counselor referrals to outside agencies? ..... ____ (21)

22. Do you get sufficient feedback from referral agencies? ..... ____ (22)

23. Are you aware of any group work being done by the counselors? ..... ____ (23)

24. Do you think talking to a counselor is helpful to most students who see one? ..... ____ (24)

25. Do you think that the counselors are helpful when they participate in a conference involving the parents of one of your students? ..... ____ (25)

26. Would you find it helpful for the counselors to participate in conferences that you have with parents and/or students? ..... ____ (26)

27. Do you think the counselor should facilitate communication between staff members? ..... ____ (27)

28. Do you think the counselor should facilitate communication between you and your teaching staff? ..... ____ (28)

29. Do you think the counselor should facilitate communication between you and the student body? ..... ____ (29)

30. Do you think that counselors should facilitate communication between your teachers and the student body? ..... ____ (30)

31. Do you think it is helpful to have the counselor participate in staff planning meetings? ..... ____ (31)

32. Do you feel that the guidance testing program is adequate? ..... ____ (32)

33. Is the guidance orientation program into our school adequate? ..... ____ (33)

The statements below tell about some ways that administrators might feel about their school counselor. Please "score" each statement to show how you feel about your counselor(s).

Mark each statement on the following scale:

Mark 1 - If the statement is very true (you feel strongly that it is true).
Mark 2 - If the statement is probably true.
Mark 3 - If you just cannot say about this (use as little as possible).
Mark 4 - If the statement is probably not true.
Mark 5 - If the statement is definitely not true.

38. Sometimes he is warm and friendly; sometimes not so friendly ..... ____ (38)

39. He does not realize how strongly I feel about some of the things we discuss..... ____ (39)

40. There are times when I think that what he says does not show what he really feels ..... ____ (40)

41. I often feel that he has more important things to do when I am talking to him ..... ____ (41)

42. He usually understands all of what I say to him ..... ___ (42)

43. Even when I can't say what I mean clearly, he still seems to understand me ..... ___ (43)

44. It seems that things (like the phone) often interrupt us when we're talking ..... ___ (44)

Listed below are elements of a counseling and guidance program. Will you please evaluate the counseling and guidance services as you see them operating in your school. There are two columns; one on each side of the page. The column to the left represents your feeling about the advisability of the service being offered by counselors, in general. The column on the right represents your feeling about whether or not the counselors at your school are actually performing this service up to expectations. Answer the questions in the left hand column by checking either "Yes" or "No". Answer the questions in the right hand column by using the following rating scale.

0 = Not being done

1 = Low level of performance

2 = Average level

3 = High level

Should counselors perform this service?			What is the quality of this service as it is now performed?
Yes	No		Rating (0, 1, 2, or 3)
___ (45)	___ (46)	a. Keep an up-dated system of pupil records	___ (47)
___ (48)	___ (49)	b. Interpretation of standardized testing results	___ (50)
___ (51)	___ (52)	c. Providing career information (e.g., occupational, educational, etc.)	___ (53)
___ (54)	___ (55)	d. Individual counseling (e.g., educational, social, vocational, personal or some combination).....	___ (56)
___ (57)	___ (58)	e. Group counseling (e.g., classroom groups, smaller groups, personal concerns, achievement peer relationships, personal hygiene, etc.)	___ (59)
___ (60)	___ (61)	f. Maintain communication among the staff concerning pupil concerns	___ (62)
___ (63)	___ (64)	g. Provide counseling services to parents relative to their children in school	___ (65)
___ (66)	___ (67)	h. Service as liasion with community agencies and referral sources	___ (68)
___ (69)	___ (70)	i. Function in a team approach with other pupil personnel specialists	___ (71)
___ (72)	___ (73)	j. Provide orientation activities for students moving from one educational level to another	___ (74)
___ (75)	___ (76)	k. Provide placement counseling for students seeking the labor market	___ (77)
___ (78)	___ (79)	l. Provide placement counseling for students seeking post-secondary education	___ (80)

Should counselors perform this service?			What is the quality of this service as it is now performed?
Yes	No		Rating (0, 1, 2, or 3)
____ (81)	____ (82)	m. Conduct research on student characteristics for various publics (i.e., teachers, administrators, parents)	____ (83)
____ (84)	____ (85)	n. Provide consultation for teachers (e.g., concerning student behavior, curriculum ideas, school policy ideas, approaches to interaction with and among students)	____ (86)
____ (87)	____ (88)	o. Help teachers to plan and conduct teaching units wherein the materials and concepts are related to guidance (e.g., career development, self-awareness, peer relationships, decision making).....	____ (89)

1. What do you consider to be the major strengths of <u>your</u> guidance staff? Please be as specific as possible.

2. What do you consider to be the primary weaknesses of <u>your</u> guidance staff? If possible, include recommendations for improving these weaknesses.

Findings and Discussion

Table 1 presents a summary of the data extracted from the first section of the survey which more or less inventories awareness of and attitudes toward guidance services. Responses to several items indicate that the administrators share the same similar opinions about guidance counseling. A brief summary of those shared opinions follows:

1. They understand the purpose of the guidance program in their school (one uncertain in junior high).
2. They believe that counselors and teachers are trying to accomplish similar purposes (one uncertain at elementary level).
3. They think that the counseling service can be helpful to an administrator.
4. They think that the counseling service can be helpful to teachers.
5. They believe that they are part of the guidance program (one exception in the high school).
6. They feel that the counseling service in their school is helpful to administrators (one exception in the high school).
7. They think that the counseling service is helpful to students (one uncertain in high school).
8. They do not think that the counseling service should be limited to students with special problems.
9. They think the counseling service should be concerned with the developmental needs of all children.
10. They feel that counselors keep them informed on their work with students (two notable exceptions in high school).
11. They do request conferences with their counselors in order to discuss more effective ways to work with students (one elementary exception).
12. They feel that counselors are usually available given a reasonable amount of advanced warning.
13. They notice developmental counseling topics included in their teachers' classrooms (two are uncertain--junior and senior high).
14. They feel that career development should be an integrated part of the K--12 curriculum (two elementary and one junior high exceptions).
15. All do refer students to the counselors.
16. Most are aware of counselor referrals to outside agencies (one exception at elementary level and two uncertain--elementary and senior high).
17. They are aware of group work being done by their counselors (one junior high person uncertain).
18. They think that talking to a counselor is helpful to most students who see one (one elementary and one senior high person uncertain).

19. They feel counselors are helpful participants in parental conferences (one senior high person uncertain).

20. They feel that counselors could be helpful in conferences they have with parents and students (one senior high person uncertain).

21. They think counselors should facilitate communication among teaching staff members (two were uncertain--one elementary and one junior high).

22. They think counselors should facilitate communication between administrators and teaching staff (three are uncertain--two elementary and one junior high).

23. They think counselors should facilitate communication between administrators and students (two uncertain--one elementary and one junior high).

24. They think counselors should facilitate communication between teachers and students (one junior high person uncertain).

25. They think that it is helpful to have counselors participate in staff planning meetings (one junior high person uncertain).

There were also some items in section one on which administrator opinion was divided. Those items follow:

1. Not all administrators feel that they have adequate time to see a counselor when the need arises.

2. Less than half of the administrators feel that the counseling facilities are adequate.

3. Less than half feel that students are able to see a counselor easily when the need arises.

4. Only half of them feel that parents are sufficiently involved with the counseling service.

5. Opinions are divided relative to the adequacy of feedback from referral agencies.

6. Few of them feel that the guidance testing program is adequate.

7. Only half of them feel that the guidance orientation program into their school is adequate.

Table 1

Summary of Data Revealed by the First Section of the Administrator's Survey--Questions 1 through 33

	Elementary			Junior High			Senior High			Total		
Question	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?
1	8	0	0	3	0	1	2	0	0	13	0	1
2	7	0	1	4	0	0	2	0	0	13	0	1
3	8	0	0	4	0	0	2	0	0	14	0	0
4	8	0	0	4	0	0	2	0	0	14	0	0

Question	Elementary			Junior High			Senior High			Total		
	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?
5	8	0	0	4	0	0	1	1	0	13	1	0
6	8	0	0	4	0	0	1	1	0	13	1	0
7	4	1	3	2	1	1	2	0	0	8	2	4
8	8	0	0	4	0	0	1	0	1	13	0	1
9	3	3	2	2	1	1	0	1	1	5	5	4
10	0	8	0	0	4	0	0	2	0	0	14	0
11	8	0	0	4	0	0	2	0	0	14	0	0
12	3	2	3	3	0	1	0	2	0	6	5	3
13	8	0	0	4	0	0	0	2	0	12	2	0
14	6	1	0	4	0	0	2	0	0	12	1	0
15	8	0	0	4	0	0	2	0	0	14	0	0
16	1	7	0	0	4	0	0	2	0	1	13	0
17	8	0	0	3	0	1	1	0	1	12	0	2
18	5	0	3	2	0	2	0	1	1	7	1	6
19	6	0	2	3	0	1	2	0	0	11	0	3
20	8	0	0	4	0	0	2	0	0	14	0	0
21	6	1	1	4	0	0	1	0	1	11	1	2
22	2	1	5	1	1	2	0	2	0	5	2	7
23	8	0	0	3	0	1	2	0	0	13	0	1
24	7	0	1	4	0	0	1	0	1	12	0	2
25	8	0	0	4	0	0	1	0	1	13	0	1
26	8	0	0	4	0	0	1	0	1	13	0	1
27	7	0	1	3	0	1	2	0	0	12	0	2
28	6	0	2	3	0	1	2	0	0	11	0	3
29	6	0	1	3	0	1	2	0	0	11	0	2
30	8	0	0	3	0	1	2	0	0	13	0	1
31	8	0	0	3	0	1	2	0	0	13	0	1
32	3	1	4	1	0	3	0	2	0	4	3	7
33	3	2	3	4	0	0	0	1	1	7	3	4

Section two of the survey seeks to reveal administrator opinion on the interpersonal relationship between them and their counselors. Table 3 presents the results of this section of the survey. Overall, the results seem to present a favorable counselor--administrator relationship. There is some feeling that unnecessary or necessary events often interrupt counselor-administrator conferences.

At the senior high level there is some evidence of a need to improve counselor-administrator relations. Responses which promote this concern indicate that the senior high administrators do not feel that their counselors are always candid about their feelings, and that they have more important things to do than what the administrator is presenting to them. Finally, they do not feel that everything they have to say is understood by the counselors.

Table 2

Summary of Data Revealed by the Second Section of the Administrator's Survey--Questions 38--44

	Ratings																			
	Elementary					Junior High					Senior High					Total				
Question	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38	0	1	0	6	1	0	3	0	1	0	0	1	0	1	0	0	5	0	8	1
39	0	0	0	6	2	0	1	0	3	0	0	0	1	1	0	0	1	1	10	2
40	0	0	0	4	4	0	0	2	2	0	1	1	0	0	0	1	1	2	6	4
41	0	0	0	3	5	0	0	0	4	0	0	1	0	0	1	0	1	0	7	6
42	3	5	0	0	0	1	3	0	0	0	0	1	0	1	0	4	9	0	1	0
43	2	3	3	0	0	0	3	1	0	0	0	2	0	0	0	2	8	4	0	0
44	0	4	2	1	1	0	1	0	2	1	0	2	0	0	0	0	7	2	3	2

Section three of the survey attempts to find out administrator opinion relative to the legitimacy and quality of the "elements" of the guidance program. All but two of the listed "elements" received a heavy percentage of "yes" votes relative to their legitimacy. Those receiving half or more "no" votes were provision of placement counseling for students entering the labor market and provision of placement counseling for students seeking post-secondary education. At the elementary level, these "elements" are seen as not being done while at the junior high level observations are mixed relative to legitimacy and quality.

Some "elements" rated high on quality, others rated low and some received varied evaluations. Those "elements" receiving predominantly high or average level ratings were:

1. Keeping an up-dated record system.
2. Providing career information.
3. Individual counseling.
4. Group counseling.
5. Maintaining communication among staff concerning pupil concerns.
6. Providing counseling services to parents relative to their children in school.
7. Serving as a liaison with community agencies.
8. Functioning as a team with other pupil personnel workers.
9. Providing orientation activities.
10. Providing consultation for teachers.
11. Helping teachers plan and conduct guidance-related teaching units (notable exception at senior high level).

Ratings were divided relative to whether teachers and counselors are trying to accomplish similar purposes, the quality of counselor-conducted research, and the placement of students seeking the labor market or post-secondary education.

Table 3
Summary of Data Revealed by the Third Section of the Administrator's Survey--Questions a through o

	Ratings																							
	Elementary						Junior High						Senior High						Total					
Question	Y	N	0	1	2	3	Y	N	0	1	2	3	Y	N	0	1	2	3	Y	N	0	1	2	3
a	8	0	0	0	4	4	4	0	0	0	1	3	2	0	0	0	1	1	14	0	0	0	6	8
b	6	2	3	0	5	0	4	0	0	1	1	2	2	0	0	1	1	0	12	2	3	2	7	2
c	8	0	0	1	5	1	4	0	0	0	0	4	2	0	0	0	0	2	14	0	0	1	5	7
d	8	0	0	0	3	5	4	0	0	0	0	4	2	0	0	0	1	1	14	0	0	0	4	10
e	8	0	0	0	3	5	4	0	0	0	3	1	1	1	1	1	0	0	13	1	1	1	6	6
f	8	0	0	0	4	4	4	0	0	0	1	3	1	1	1	0	1	0	13	1	1	0	6	7
g	8	0	0	0	3	5	4	0	0	0	2	2	2	0	0	1	1	0	14	0	0	1	6	7
h	8	0	0	0	4	4	4	0	0	0	2	2	2	0	0	1	1	0	14	0	0	1	7	6
i	8	0	0	0	2	5	4	0	0	0	2	2	2	0	0	0	2	0	14	0	0	0	6	7
j	6	1	1	1	0	4	4	0	0	0	1	3	2	0	0	0	2	0	12	1	1	1	3	7
k	2	4	7	0	0	0	2	2	0	2	2	0	1	1	1	0	1	0	5	7	8	2	3	0
l	2	4	7	0	0	0	2	2	2	1	1	0	2	0	0	1	0	1	66	6	9	2	1	1
m	6	1	1	0	3	2	3	1	0	1	2	1	1	1	1	1	0	0	10	3	2	2	5	3
n	8	0	0	0	4	4	4	0	0	0	1	3	2	0	0	0	2	0	14	0	0	0	7	7
o	8	0	0	0	3	5	4	0	0	0	1	3	1	1	2	0	0	0	13	1	2	0	4	8

Elementary Administrators

Relations between the elementary administrators and their counselors appear to be quite amicable. All of these administrators were very gracious toward their counselors when answering the question: "What do you consider to be the major strengths of your guidance staff?"

When responding to the question requesting the primary weakness of the guidance staff nearly all data and written comment focused upon the need for more elementary counselors. These administrators appreciate the counselors' work very much but feel that being assigned to two or three different schools detracts from their potential effectiveness.

Junior High Administrators

These administrators also responded favorably to the question about

strengths of the guidance staff. Again, a major concern relative to weaknesses seems to be a lack of time and annoying interruptions. In addition, the fact that their counselors are not directly responsible to them seems to nettle some of the administrators.

Senior High Administrators

There were a sufficient number of negative or doubtful responses from high school administrators to cause some concern. It appears that the high school counselors and their administrators may need to work out some of their differences.

Comments offered under the "primary weaknesses" category may be helpful starting points:

> "With only one exception am I aware of a counselor saying 'No'. There are rules for conduct (generally). These should not be avoided or overlooked."
>
> "Do not always function as part of the larger team--total staff. Do not follow school regulations applying to regular faculty members. Exist within a special 'sphere'. Spend much time with 'problem' students--miss meeting with many average students."

Additional trains of thought which flow through comments from all three levels of administrators are the need for better counselor facilities, insufficient feedback on referrals, and inadequate testing and orientation programs.

Teacher Survey

Introduction

The committee which developed this survey consisted of Mrs. Macdonald, Mr. Schroeder, Mr. Snyder, and Doctor Baker. It was decided that the same survey would be taken by teachers at all grade levels in the school system. The creation of an instrument involved the use of several different sources. As a result, the final product consisted of three sections, each of which had a somewhat different purpose. The first section of the survey (questions 1 through 33) elicits responses which require the teacher-respondent to evaluate the feasibility of various components of the guidance services as well as his own attitudes toward these services.

Section two of the survey (questions 34 through 48) asks the respondents to evaluate the professional interpersonal relationship which exists between himself and the counselor(s) with whom he or she works. Finally, the items in the third section (questions a through o) request an evaluation of the value of certain specific elements which are thought to be included in the present role of the guidance counselor staff.

Each teacher in the school system was given a copy of the survey with an accompanying request to complete it independently as soon as possible. Upon completion of the survey, they were requested to return the same to one of the counselors in their building. The number of teachers in the school system is 297.3. Those from whom completed surveys were received after a reasonable time period had passed were 229 of which 128 were elementary, 64 junior high, and 37 senior high.

STATE COLLEGE AREA SCHOOL DISTRICT
COUNSELING AND GUIDANCE DEPARTMENT

TEACHER SURVEY

Dear Teacher: The guidance staff is in the process of a year-long self-study. Please help us by giving an honest response to each of the following survey items. A quick return is needed in order to analyze the information. Please return completed surveys to the mailbox of a counselor in your building as soon as possible.

Please circle the appropriate information relative to the grade level of the students you teach:

Elementary Junior High Senior High

In the following section use one of the three responses given below for each question.

Y = Yes N = No ? = Uncertain

1. Do you believe that you understand the purposes of the guidance program in your school? ..... ____ (01)
2. Do you believe that counselors and teachers are trying to accomplish similar purposes in your school? ..... ____ (02)
3. Do you think a good counseling service can be helpful to teachers? ..... ____ (03)
4. Do you believe that you are part of the guidance program? ..... ____ (04)
5. Is the counseling service in your school helpful to you? ..... ____ (05)
6. Do you have adequate time to see the counselor when the need arises? ..... ____ (06)
7. Do you think the counseling service in your school is helpful to students? ____ (07)
8. Do you think that the guidance facilities are adequate? ..... ____ (08)
9. Do you think the counseling service should be limited to students with special problems? ..... ____ (09)
10. Do you think that the counseling service should be concerned with the developmental needs of all students? ..... ____ (10)
11. Is the student able to see a counselor easily when a need arises? ..... ____ (11)
12. Do the counselors keep you informed of their work with your students? ... ____ (12)
13. Have you ever requested a conference with the counselor to discuss ways you might work more effectively with an individual or group of students? ____ (13)
14. Is the counselor usually available within a reasonable amount of time when you ask for a conference? ..... ____ (14)
15. Are your classes often disrupted unnecessarily by counselors? ..... ____ (15)
16. Are you able to include any developmental counseling topics in your classroom? (e.g. peer relationships, self-concept, career development, problem solving, decision making, etc.) ..... ____ (16)
17. Do you think parents are sufficiently involved with the counseling service? ____ (17)
18. Do you think career development should be an integrated part of the K-12 curriculum? ..... ____ (18)

19. Do you ever refer students to the counselor? ..... ____ (19)
20. Are you aware of counselor referrals to outside agencies? ..... ____ (20)
21. Have you ever had any feedback from a referral agency? ..... ____ (21)
22. Do you think each student referred by you should be seen individually by the counselor? ..... ____ (22)
23. Are you aware of any group work being done by the counselors? ..... ____ (23)
24. Do you think group counseling is beneficial for some students? ..... ____ (24)
25. Do you think some students can be helped by an appropriate contingency management or behavior modification program? ..... ____ (25)
26. Do you think talking to a counselor is helpful to most students who see one? ..... ____ (26)
27. Do you think that the counselors are helpful when they participate in a conference involving the parents of one of your students? ..... ____ (27)
28. Do you think the counselor should facilitate communication between staff members? ..... ____ (28)
29. Do you think the counselor should facilitate communication between teaching staff and principal? ..... ____ (29)
30. Do you think it is helpful to have the counselor participate in staff planning meetings? ..... ____ (30)
31. Do you understand how to interpret standardized test results? ..... ____ (31)
32. Do you feel that the guidance testing program is helpful? ..... ____ (32)
33. Is the guidance orientation program into our school adequate? ..... ____ (33)

The statements below tell about some ways that teachers might feel about their school counselor. Please "score" each statement to show how you feel about your counselor(s).

Mark each statement on the following scale:

Mark 1 - If the statement is very true (you feel strongly that it is true).
Mark 2 - If the statement is probably true.
Mark 3 - If you just cannot say about this (use as little as possible).
Mark 4 - If the statement is probably not true.
Mark 5 - If the statement is definitely not true.

34. He or she respects me (The rest of the items will all use "he," no matter if the counselor is a woman) ..... ____ (34)
35. He tries to see things the way I do and understands how I feel ..... ____ (35)
36. His interest in me depends on what I am talking about ..... ____ (36)
37. He tells me his opinions more than I want to know them ..... ____ (37)
38. It seems to bother him when I talk or ask about certain things ..... ____ (38)
39. His feeling toward me depends on how I feel toward him ..... ____ (39)
40. It is hard for me to know what he is really like as a person ..... ____ (40)

41. Sometimes he is warm and friendly; sometimes not so friendly ..... ___ (41)

42. He does not realize how strongly I feel about some of the things we discuss ..... ___ (42)

43. There are times when I think that what he says does not show what he really feels ..... ___ (43)

44. He hurries me through my business with him ..... ___ (44)

45. I often feel that he has more important things to do when I am talking to him ..... ___ (45)

46. He usually understands all of what I say to him ..... ___ (46)

47. Even when I can't say what I mean clearly, he still seems to understand me ..... ___ (47)

48. It seems that things (like the phone) often interrupt us when we're talking ..... ___ (48)

Listed below are elements of a counseling and guidance program. Will you please evaluate the counseling and guidance services as you see them operating in your school. There are two columns; one on each side of the page. The column to the left represents your feeling about the advisability of the service being offered by counselors, in general. The column on the right represents your feeling about whether or not the counselors at your school are actually performing this service up to expectations. Answer the questions in the left hand column by checking either "Yes" or "No". Answer the questions in the right hand column by using the following rating scale.

0 = Not being done
1 = Low level of performance
2 = Average level
3 = High level

Should counselors perform this service?			What is the quality of this service as it is now performed?	
Yes	No			Rating (0, 1, 2, or 3)
___ (49)	___ (50)	a.	Keep an up-dated system of pupil records	___ (51)
___ (52)	___ (53)	b.	Interpretation of standardized testing results.	___ (54)
___ (55)	___ (56)	c.	Providing career information (e.g., occupational, educational, etc.)	___ (57)
___ (58)	___ (59)	d.	Individual counseling (e.g., educational, social, vocational, personal or some combination)	___ (60)
___ (61)	___ (62)	e.	Group counseling (e.g., classroom groups, smaller groups, personal concerns, achievement, peer relationships, personal hygiene, etc.)	___ (63)
___ (64)	___ (65)	f.	Maintain communication among the staff concerning pupil concerns	___ (66)
___ (67)	___ (68)	g.	Provide counseling services to parents relative to their children in school	___ (69)

Should counselors perform this service? Yes	No			What is the quality of this service as it is now performed? Rating (0, 1, 2, or 3)
___ (70)	___ (71)	h.	Serve as liasion with community agencies and referral sources	___ (72)
___ (73)	___ (74)	i.	Function in a team approach with other pupil personnel specialists	___ (75)
___ (76)	___ (77)	j.	Provide orientation activities for students entering post-secondary education	___ (78)
___ (79)	___ (80)	k.	Provide placement counseling for students seeking the labor market	___ (81)
___ (82)	___ (83)	l.	Provide placement counseling for students entering post-secondary education	___ (84)
___ (85)	___ (86)	m.	Conduct research on student characteristics for various publics (e.g., teachers, administrators, parents)	___ (87)
___ (88)	___ (89)	n.	Provide consultation for teachers (e.g., concerning student behavior, curriculum ideas, school policy ideas, approaches to interaction with and among students)	___ (90)
___ (91)	___ (92)	o.	Help teachers to plan and conduct teaching units wherein the materials and concepts are related to guidance (e.g., career development, self-awareness, peer relationships, decision making)	___ (93)

1. What do you consider to be the major strengths of <u>your</u> guidance staff? (Please be as specific as possible.)

2. What do you consider to be the primary weaknesses of <u>your</u> guidance staff? If possible, include recommendations for improving these weaknesses.

Findings and Discussion

Section One (Items 1 through 33)

Most items found in this section received the majority of responses in a category which can be construed as positive feedback toward the feasibility of the guidance counseling services. Those items which indicated through the response patterns that a problem exists seemed to be mirrored by the tenor of the written comments made on the last page of the survey.

The problem areas that were identified via this section of the survey include insufficient time for teachers to see counselors and lack of feedback from counselors. The majority of the teaching staff also felt that counseling facilities are generally inadequate. Support for the insufficient time item is found throughout the written portion of these surveys wherein teachers at all levels comment on their observation that counselors are overworked, have too heavy of a student ratio and, as a result, have too little time for adequate inter-staff communication. There is also some evidence which points to possible teacher ambivalence about the guidance testing and orientation programs.

Table 4

Summary of Responses to Section One of the Teacher Survey--Questions 1 through 33

Question	Response Summary														
	Elementary			Junior High			Senior High			Total					
	Y	N	U	Y	N	U	Y	N	U	Y	%	N	%	U	%
1	109	2	17	49	6	9	26	5	6	184	.80	13	.06	32	.14
2	115	1	12	48	7	8	16	8	13	179	.79	16	.07	33	.14
3	126	0	2	63	1	0	37	0	0	226	.98	1	.01	2	.01
4	111	7	8	48	11	5	24	8	5	183	.81	26	.12	18	.07
5	102	7	15	51	2	9	24	5	8	177	.79	14	.06	32	.15
6	50	61	16	28	31	4	12	19	6	90	.40	111	.49	26	.11
7	108	3	17	52	1	10	20	5	12	180	.79	9	.04	39	.17
8	35	63	24	37	16	11	17	13	7	89	.40	92	.41	42	.19
9	8	111	9	0	62	1	1	35	1	9	.04	208	.91	11	.05
10	115	5	7	62	0	2	33	2	2	210	.92	7	.03	11	.05
11	35	44	43	30	9	24	17	6	14	82	.37	59	.27	81	.36
12	93	22	8	29	28	5	8	22	7	130	.59	72	.32	20	.09
13	115	10	0	57	7	0	30	7	0	202	.89	24	.11	0	.00
14	107	6	11	57	4	3	32	2	3	196	.87	12	.05	17	.08
15	3	122	1	1	62	1	7	28	2	11	.05	212	.93	4	.02

Question	Response Summary														
	Elementary			Junior High			Senior High			Total					
	Y	N	U	Y	N	U	Y	N	U	Y	%	N	%	U	%
16	109	11	5	40	16	7	25	6	6	174	.77	33	.15	18	.08
17	49	31	45	10	27	27	2	24	11	61	.27	82	.36	83	.37
18	77	18	32	42	8	14	26	9	2	145	.64	35	.15	48	.21
19	121	7	0	57	6	1	34	3	0	212	.93	16	.06	1	.01
20	86	30	11	44	17	3	16	19	2	146	.64	66	.29	16	.07
21	49	70	6	8	55	0	6	29	1	63	.28	154	.69	7	.03
22	75	39	11	57	2	4	32	0	5	164	.73	41	.18	20	.09
23	103	20	4	31	27	6	14	22	1	148	.65	69	.30	11	.05
24	113	2	12	48	2	14	27	3	7	188	.83	7	.03	33	.14
25	100	4	22	45	2	16	23	1	13	168	.74	7	.03	51	.23
26	84	8	35	43	5	16	18	7	12	145	.64	20	.09	63	.27
27	113	2	12	55	3	6	21	5	11	189	.83	10	.04	29	.13
28	67	26	33	44	8	12	23	9	5	134	.59	43	.19	50	.22
29	60	29	35	32	16	16	11	17	9	103	.46	62	.28	60	.26
30	79	21	26	51	6	7	23	8	6	153	.67	35	.15	39	.18
31	89	15	20	36	16	12	24	8	5	149	.66	39	.17	37	.17
32	58	4	63	33	7	22	15	7	15	106	.47	18	.08	100	.45
33	31	28	67	32	13	19	11	12	14	74	.33	53	.23	100	.44

Section Two (Items 34 through 48)

Table 5 presents a summary of the information derived from the second section of the survey. An examination of the data in this table leaves the general impression relative to teacher-counselor interpersonal relations that although the counselors are not pleasing all the teachers all of the time, they are pleasing the majority of them the majority of the time.

Table 5

Summary of Responses to Section Two of the Teacher Survey--Questions 34 through 48

Question	Response Summary																			
	Elementary					Junior High					Senior High					Total				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34	78	40	5	4	0	25	33	2	3	0	14	18	1	2	1	117	91	8	9	1
35	61	57	6	2	1	19	39	2	3	0	9	21	1	3	2	89	117	9	8	3
36	10	33	23	25	33	9	26	9	14	5	7	14	5	7	3	26	73	37	46	41
37	0	6	3	50	66	2	2	4	28	26	2	3	7	15	9	4	11	14	93	101
38	2	1	5	31	86	4	4	4	23	28	1	4	5	17	9	7	9	14	71	123
39	5	13	23	43	40	4	12	15	16	14	5	10	7	5	9	14	35	45	64	63
40	6	10	8	44	57	4	10	9	24	14	3	4	4	14	11	13	24	21	82	82
41	3	16	6	28	66	3	16	2	23	17	3	9	4	15	4	9	41	12	16	87
42	2	8	13	46	52	5	9	8	26	14	1	10	4	13	8	8	27	25	85	74
43	2	13	20	40	45	4	13	7	27	11	4	10	4	11	7	10	36	31	78	63
44	1	5	2	40	71	3	5	2	27	25	3	4	4	16	9	7	14	8	83	105
45	1	6	4	39	69	4	3	5	32	19	4	4	4	17	7	9	13	13	88	95
46	40	61	10	8	1	15	31	5	7	5	6	20	5	4	0	61	112	20	19	6
47	41	50	18	7	1	9	26	18	5	3	3	13	12	6	1	53	89	48	18	5
48	1	8	5	52	52	8	13	11	20	11	4	10	5	11	6	13	31	21	83	69

Section Three (Items a through o)

Table 6 offers the results from the teacher evaluation of the specific elements thought to be part of the total guidance counseling program. All of the elements received a majority of teacher approval relative to the legitimacy of the service (a "Yes" vote). The lowest "Yes" vote percentage was sixty-two (conducting research). All other percentages of "Yes" votes were eighty-two percent or higher.

That part of this section which allowed the respondents to evaluate the quality of the service related to the "elements" yielded rather positive findings. Most ratings were 2's (average level) and 3's (high level). The items which yielded the highest percentage of 1's (low level of performance) dealt with such "elements" as communication, orientation, placement, research, and aid with classroom teaching units.

Table 6

Summary of Responses to Section Three of the Teacher Survey--Questions a through o

Question	Elementary						Junior High						Senior High						Total									
	Y	N	0	1	2	3	Y	N	0	1	2	3	Y	N	0	1	2	3	Y	%	N	0	%	1	%	2	%	3	%
a	83	26	8	8	45	26	61	0	0	3	31	28	35	0	1	2	21	12	179	.87	26	9	.05	13	.07	97	.52	66	.46
b	88	21	12	16	43	20	60	1	0	2	36	22	34	0	2	2	22	8	182	.89	22	14	.08	20	.11	101	.55	50	.26
c	95	12	7	18	42	20	58	3	0	4	25	33	33	2	1	1	9	25	186	.92	17	8	.04	23	.12	76	.41	78	.43
d	115	0	1	6	43	61	61	0	0	4	26	31	35	0	0	6	14	16	211	1.00	0	1	.01	16	.08	83	.40	108	.51
e	113	2	2	13	38	56	58	3	2	15	30	10	31	2	3	9	20	1	202	.97	7	7	.04	37	.19	88	.44	67	.43
f	109	6	3	17	43	43	59	1	5	14	31	11	33	2	4	14	17	2	201	.96	9	12	.06	45	.22	91	.45	56	.27
g	113	3	2	8	42	55	59	2	0	9	38	11	34	0	0	7	20	4	206	.98	5	2	.01	24	.12	100	.51	70	.36
h	114	3	0	7	44	41	58	2	2	4	32	15	31	3	1	4	24	2	203	.96	8	3	.01	15	.09	100	.57	58	.33
i	112	2	1	8	48	39	56	1	2	8	33	6	31	3	3	6	17	4	199	.97	6	6	.03	22	.13	98	.56	49	.28
j	75	12	17	2	10	6	43	14	3	11	18	10	30	5	5	9	8	10	148	.83	31	25	.23	22	.20	36	.33	26	.24
k	76	11	21	3	9	2	42	16	6	13	22	4	31	4	5	10	11	8	149	.83	31	32	.28	26	.23	42	.37	14	.12
l	74	13	22	2	9	3	41	16	4	13	22	4	31	4	3	4	14	11	146	.82	33	29	.26	19	.17	45	.41	18	.16
m	54	33	11	8	20	9	34	21	9	11	17	4	22	13	11	7	8	2	110	.62	67	31	.27	26	.22	45	.38	15	.13
n	108	5	2	11	48	37	52	6	4	7	28	17	31	4	7	10	15	3	191	.93	15	13	.07	28	.15	91	.48	57	.30
o	109	4	10	19	39	25	45	11	7	11	24	8	24	11	8	12	9	1	178	.87	26	25	.15	42	.24	72	.42	34	.19

Written Response

In addition to the previously mentioned teacher comments alluding to a teacher counselor communication gap and time-work problems, certain other trends were found in the written comments on the surveys. Some faculty members at the secondary level see the role of the counselor as a student advocate in a negative manner. It appears as if they want the counselor to serve as teacher advocates who support teachers in their dealings with students.

At the elementary level there was one outstanding, overriding request written in by many of the teachers. This mandate was that each elementary school deserves its own full-time counselor.

Recommendations

Something needs to be developed in order to improve counselor-teacher communications. In the past, guidance committees which included teacher membership have failed. Just what methods will accomplish better counselor-teacher communications is a question still unanswered. Certainly, those teachers who need counselors to be a teacher advocate are quite far removed from adequate communication. Such a function contradicts the student advocacy function which is expected from guidance counselors. What needs to be communicated is that counselors are primarily student advocates but within reason. Teachers cannot expect carte blanche support from the school counselor if school counselors are to be effective in their student-related role. However, students are not to expect carte blanche support either. Adequate communication requires that both teachers and students understand, in general, where counselors fit in matters involving differences among students and teachers.

Many teachers see the present counseling personnel as overworked and understaffed while operating with inadequate facilities. Those who have the power to induce change within the school system need to entertain ideas and initiate action which will alleviate this concern.

Finally, the counseling staff needs to investigate teacher opinions of the testing and orientation programs. Before anything can be accomplished, one needs to know what the exact perceived shortcomings are.

Counselor Survey

Introduction

As the self-study includes surveys of all conceivable publics who use or are influenced by the guidance counselors' work, it was decided that the counselors would also benefit from self-evaluation. The Counselor Survey is a product of this decision.

The entire counseling staff determined that this survey should be something other than an inventory of time usage. Such being the case, it was decided that a survey should be created which will allow counselors to evaluate the quality of their work.

The first step in that direction was to sub-divide the staff into three groups: elementary, junior high, and senior high. Each group made a list of the functions which they perceived themselves to be performing. These lists were submitted to Dr. Baker who unified them into the fifteen categories and related functions found in the Counselor Survey.

Since the fifteen categories and related functions are drawn from three different groups of counselors, the NA scale was inserted to allow for discrimination of applicability among the three groups. The A scale allows the counselor to rate the legitimacy of functions he does perform, while the B scale allows the counselor to rate the quality of his own performance.

A first draft of the survey was issued to all counselors with an invitation to recommend alterations. The present form of the survey is a second draft which evolved from resultant recommendations.

STATE COLLEGE AREA SCHOOL DISTRICT
COUNSELING AND GUIDANCE DEPARTMENT

COUNSELOR SURVEY

Circle one of the following three indicators of the level at which you are counseling:

elementary school junior high school senior high school

Directions: The following statements represent functions which school counselors in the State College Area School District find themselves doing in the performance of their role. On the right hand side of this survey are three columns (NA, not applicable; A, legitimacy; and B, self-rating). Will you please read each statement; decide whether it is an applicable function in your role; and, if it is applicable to you indicate your opinion of it's legitimacy and the quality of your efforts in the performance of each applicable function. In so doing, please use the following procedures.

(i.e. Is this a legitimate function category for counselors working with students at the grade level where I am?)

NA Scale: If applicable, write "Yes".
If not applicable, write "No".

A Scale: If you have indicated "Yes" in the NA column, rate the legitimacy of that function according to the following scale. (i.e. Should counselors do this?)

1 = Definitely do not think that it is a legitimate function for school counselors.
2 = You are undecided (ambivalent) about the legitimacy of this function.
3 = The function is legitimate, but not as important as some others are.
4 = The function is highly legitimate and among the most important.

B Scale: If you have indicated "Yes" in column NA, rate the quality of your own efforts in the performance of this function according to the following scale.

1 = Much improvement needed.
2 = Some improvement needed.
3 = Doing a satisfactory job.
4 = Doing outstanding work.

Statements	NA	A	B
A. Career Guidance			
1. Teaching appropriate units			
2. Maintaining an up-to-date information system			
3. Assisting and interviewing appropriate speakers and representatives			
4. Setting up related displays			
5. Planning, ordering, and showing career related films			
6. Assisting in selection of post high school careers			
7. Assisting in selection of post high school educational institutions			
8. Assisting in the securing of financial aid for post high school education			

CS - 2

Statements	NA	A	B
B. Consultation			
1. With teachers (case conferences, teaching units, programs, procedures, etc.)			
2. With administrators (conferences, curriculum development, etc.)			
3. With parents (personal, telephone, mail, etc.)			
C. Individual Work			
1. Personal counseling			
2. Social counseling			
3. Vocational counseling			
4. Educational counseling			
5. Developmental counseling (routinely counseling all assigned counselees)			
6. Demand counseling (responding to requests from students or others)			
D. Meetings			
1. Staff (PPS, teacher teams, etc.)			
2. Professional (APGA, PPGA, etc.)			
E. Observation			
1. Observing students in their school environment			
2. Diagnosing student problems resultant from observation			
F. Planning			
1. Daily planning, etc.			
G. Record Keeping			
1. Meaningful and coherent counselor working files			
2. Student cumulative records			
3. Departmental equipment and supplies			
H. Referrals			
1. Internal (parent-teacher conferences, etc.)			
2. External (buddy program, etc.)			
3. Meeting with representatives of various referral sources			
4. Providing appropriate information about referral sources			
5 Helping those needing referral services to meet with the appropriate sources			
I. Research			
1. Internal (your own programs and activities)			
2. External (programs initiated by outside agencies but using internal personnel and subjects			
J. Scheduling			
1. Scheduling of all students			
2. Scheduling of new students			
3. Changing student schedules once an original schedule has been determined			

SC - 3

Statements	NA	A	B
K. Small Group Work			
1. Students, problem centered (personal, social or educational)			
2. Students, developmental (personal, social, vocational-educational)			
3. Parents, problem centered			
4. Parents, developmental emphasis			
5. Teachers, problem centered			
6. Teachers, developmental emphasis			
L. Special Assignments			
1. Internal (i.e., building and district curriculum committees)			
2. External (i.e., PTA presentations)			
M. Special Programs			
1. PSU interns			
2. Stone Valley			
3. Gathering homework assignments for shut-ins			
4. Coordinating tutorial programs			
5. Selection of Vo.-Tech. students for over-subscribed courses			
6. Guidance newsletters			
7. Graduation exercises			
N. Student Transition			
1. Assisting students who are moving from one school to another within the district			
2. Assisting students who are leaving your school for the next level of their education			
3. Developing and conducting orientation programs for students entering your school			
O. Testing			
1. Administration of sanctioned standardized testing program			
2. Scoring of standardized tests			
3. Interpretation of standardized test results			

At this point you are invited to make any further statements that may be on your mind (use the back side of each page if you wish).

TABLE 7

Counselor Responses to Self-Inventory by Level:
Elementary (E), Junior High (J), and Senior High (S)*

		Yes			No			A										B										
								1			2			3			4			1			2			3			4		
Item		E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S
A	1	4	5	3	0	0	2	0	0	0	1	0	0	3	2	2	1	2	1	1	1	1	1	1	0	2	2	2	0	1	0
	2	3	3	5	1	2	0	0	0	0	0	0	0	3	2	2	0	1	3	3	1	0	0	1	1	0	1	2	0	0	2
	3	3	4	5	1	1	0	0	0	0	0	0	0	3	3	4	0	1	1	1	1	0	2	0	0	0	2	3	0	0	2
	4	1	3	5	3	2	0	0	0	0	1	2	0	0	0	5	0	1	0	1	1	0	0	2	2	0	0	3	0	0	0
	5	4	2	2	0	3	3	0	0	0	1	1	1	2	1	1	1	0	0	1	2	1	1	0	0	2	0	1	0	0	0
	6	0	3	5	4	2	0	0	0	0	0	0	0	0	1	0	0	2	5	0	0	0	0	0	1	0	3	3	0	0	1
	7	0	0	5	4	5	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	1	0	0	2	0	0	2
	8	0	0	4	4	5	1	0	0	0	0	0	1	0	0	1	0	0	2	0	0	0	0	0	2	0	0	2	0	0	0
B	1	4	5	5	0	0	0	0	0	0	0	0	0	0	2	0	4	3	5	0	0	0	0	3	3	2	2	1	2	0	1
	2	4	5	5	0	0	0	0	0	0	0	0	0	0	2	0	4	3	5	0	0	0	0	2	3	2	3	1	2	0	1
	3	4	5	5	0	0	0	0	0	0	0	0	0	0	0	0	4	5	5	0	1	0	2	2	3	0	2	1	2	0	1
C	1	4	5	5	0	0	0	0	0	0	0	0	0	0	2	0	4	3	5	0	0	0	1	2	1	1	3	2	2	0	2
	2	4	5	5	0	0	0	0	0	0	0	0	0	0	3	0	4	2	5	0	0	0	1	3	1	1	2	2	2	0	2
	3	3	5	5	1	0	0	0	0	0	0	0	0	1	1	0	2	4	5	0	1	0	1	2	2	1	1	2	1	1	1
	4	4	5	5	0	0	0	0	0	0	0	0	0	0	1	0	4	4	5	0	0	0	1	1	0	1	3	4	2	1	1
	5	2	4	3	2	1	2	0	0	1	0	0	1	2	2	0	0	2	1	2	0	3	0	2	0	0	2	0	0	0	0
	6	4	5	5	0	0	0	0	0	0	0	1	0	0	1	1	4	3	4	0	1	1	1	1	2	1	3	3	1	0	0
D	1	4	5	5	0	0	0	0	0	0	0	0	0	1	3	3	3	2	2	0	0	0	1	1	0	1	4	5	2	0	0
	2	4	5	5	0	0	0	0	0	0	0	2	0	2	2	5	2	1	0	0	2	0	2	0	1	1	3	3	1	0	1
E	1	4	5	5	0	0	0	0	0	0	0	0	1	0	1	1	4	4	3	0	0	0	0	2	3	1	2	1	1	3	1
	2	4	5	5	0	0	0	0	0	0	0	0	1	0	2	2	4	3	2	0	0	0	0	4	4	1	1	1	3	0	0
F	1	4	5	4	0	0	1	0	0	0	0	1	0	2	1	4	2	3	0	2	0	0	1	1	2	0	4	2	1	0	0
G	1	4	5	5	0	0	0	0	0	0	0	0	1	1	3	2	3	3	1	1	1	2	2	1	1	0	3	1	1	0	1
	2	1	5	4	3	0	1	0	0	0	0	2	1	1	1	2	0	2	1	1	0	0	0	0	1	0	5	3	0	0	0
	3	2	2	3	2	3	2	0	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	2	1	2	0	0	0
H	1	4	5	5	0	0	0	0	0	0	0	0	0	0	1	1	4	4	4	0	0	0	0	1	1	1	4	4	3	0	0
	2	4	5	4	0	0	1	0	0	0	0	0	1	3	3	2	1	2	1	0	1	0	2	0	2	1	3	2	1	1	0
	3	4	5	5	0	0	0	0	0	0	0	1	0	1	2	4	3	2	1	0	1	0	0	2	1	2	2	4	2	0	0
	4	4	5	5	0	0	0	0	0	0	0	0	0	0	3	4	4	2	1	0	0	0	1	1	2	2	4	3	1	0	0
	5	4	5	5	0	0	0	0	0	0	0	0	0	0	2	5	4	3	0	0	1	0	0	1	3	3	2	2	1	1	0
I	1	4	5	5	0	0	0	0	0	0	0	1	1	4	2	3	0	2	1	4	2	2	0	2	3	0	1	0	0	0	0
	2	3	5	2	1	0	3	0	0	0	2	2	0	1	2	1	0	1	1	0	1	1	0	2	1	3	2	0	0	0	0
J	1	0	2	2	4	3	2	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1
	2	0	4	5	4	1	0	0	0	0	0	1	0	0	1	2	0	2	3	0	0	0	0	0	1	0	3	2	0	1	2
	3	1	4	5	3	1	0	0	0	0	0	0	1	1	2	1	0	2	3	0	0	0	0	0	1	0	3	2	1	1	2
K	1	4	5	5	0	0	0	0	0	0	0	0	1	0	3	2	4	2	2	0	0	2	1	4	1	2	1	1	1	0	1
	2	4	5	5	0	0	0	0	0	0	0	0	1	0	0	4	4	4	1	1	0	4	1	2	0	1	3	1	1	0	0
	3	4	5	4	0	0	1	0	0	1	0	0	0	0	3	3	4	2	0	3	1	3	0	1	0	0	3	1	1	0	0
	4	4	5	4	0	0	1	0	0	1	0	1	0	0	1	3	4	3	0	3	2	3	0	2	0	0	1	1	1	0	0
	5	4	5	4	0	0	1	0	0	0	0	1	1	1	1	3	3	3	0	1	1	3	1	1	0	1	3	1	1	0	0
	6	4	4	4	0	1	1	0	0	0	0	0	1	0	0	3	4	4	0	2	0	3	0	2	0	1	2	1	1	0	0
L	1	4	4	5	0	1	0	0	0	0	0	0	0	2	3	2	2	1	3	1	0	0	1	2	1	1	2	3	1	0	1
	2		5	4	0	0	1	0	0	0	0	3	1	2	1	2	2	1	1	0	0	1	2	0	1	1	5	2	1	0	0

Item	Yes			No			A 1			A 2			A 3			A 4			B 1			B 2			B 3			B 4		
	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S	E	J	S
M 1	4	5	4	0	0	1	0	0	0	0	0	0	4	2	3	0	3	1	1	0	0	0	1	1	1	3	1	2	1	2
2	4	0	1	0	5	4	0	0	0	0	0	0	4	0	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	0
3	0	5	5	4	0	0	0	1	2	0	2	2	0	1	1	0	1	0	0	0	0	0	0	0	0	5	5	0	0	0
4	0	4	3	4	1	2	0	1	1	0	0	0	0	2	2	0	1	0	0	0	0	0	0	1	0	3	1	0	1	1
5	0	5	2	4	0	3	0	1	0	0	0	1	0	3	1	0	1	0	0	0	0	0	2	0	0	3	2	0	0	0
6	3	2	5	1	3	0	0	0	0	1	0	1	2	2	3	0	0	1	2	0	1	0	1	1	1	1	3	0	0	0
7	0	0	3	4	5	2	0	0	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2
N 1	4	5	1	0	0	4	0	0	0	0	0	0	2	4	0	2	1	1	1	0	0	2	1	0	1	4	1	0	0	0
2	4	5	5	0	0	0	0	0	0	0	0	0	2	2	3	2	3	2	1	0	0	1	1	2	1	4	3	1	0	0
3	3	5	5	1	0	0	0	0	0	0	0	0	0	1	3	3	4	2	0	0	1	1	1	0	2	4	4	0	0	0
O 1	0	5	4	4	0	1	0	0	0	0	0	1	0	3	3	0	2	0	0	0	0	0	0	0	0	5	3	0	0	1
2	0	3	1	4	2	4	0	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3	1	0	0	0
3	3	5	5	1	0	0	0	0	0	1	0	0	2	1	4	0	4	1	1	0	0	1	0	1	1	4	4	0	1	0

* N=14 [4 elementary counselors (E), 5 junior high counselors (J), and 5 senior high counselors (S)]

Findings and Discussion

Table 7 contains the results of this survey. These results are offered for each part of each scale. In addition, the data are sub-divided according to identification of the developmental level which the counselor serves: elementary (E), junior high (J), and senior high (S).

A. Career Guidance

1. Teaching appropriate units is seen as applicable to all but two senior high counselors. Most respondents (7) feel that this is a legitimate function but not as important as some others are. Five of twelve counselors feel a need for self-improvement relative to this function.

2. Maintaining an up-to-date information system is seen as applicable to all but one elementary and two junior high counselors. Most of the respondents feel that this function is legitimate, but not as important as some others are. Six of eleven counselors feel a need for improvement in this area. All three elementary counselors feel a need for much improvement while four of the five senior high counselors see their present level as satisfactory or outstanding.

3. Assisting and interviewing appropriate speakers and representatives is seen as applicable to all but one elementary and one junior high counselor. Most of the respondents feel that this function is legitimate but not as important as some others are. Degree of satisfaction with the quality of performance is varied. However, again it is the elementary counselors who are least and the secondary counselors who are most satisfied.

4. Setting up related displays is seen as applicable to all senior high, about half of the junior high, and only one of the elementary counselors. Most of the respondents feel that this function is legitimate, but not as important as some others are. Three respondents are ambivalent about the legitimacy of this function. Six of nine counselors feel a need for self-improvement.

5. Planning, ordering, and showing career related films is seen as applicable by all elementary and about half of the junior and senior high counselors. Half of the respondents feel that this function is legitimate, and most of this half see it as being not as important as some others are. However, three respondents are ambivalent about the legitimacy of this function. Five of eight counselor respondents feel that self-improvement is needed, four feeling the need for much improvement.

6. Assisting in the selection of post-high school careers is seen as applicable to all the senior high and sixty percent of the junior high, but none of the elementary counselors. Most respondents rate this function as highly legitimate and among the most important. A majority of the respondents are at least satisfied with the quality of their performance.

7. Assisting in the selection of post-high school educational institutions is viewed as exclusively applicable to senior high counselors. All senior high counselors rate this function as highly legitimate and among the most important. Most senior high respondents are at least satisfied with their work with one feeling some improvement needed.

8. Assisting in the securing of financial aid for post-high school education is viewed as exclusively applicable to senior high counselors although one abdicates this applicability. Half of the respondents view this as a most important function, one as important but not as much as others, and one is ambivalent. Half of the senior high respondents feel they are doing satisfactory work and half see a need for some improvement.

B. Consultation

1. Consultation with teachers is seen as applicable by all of the counselors. Most of them rate it among the most important functions. Eight of fourteen counselors are at least satisfied with their work, while six feel some improvement is needed.

2. Consultation with administrators is seen as applicable by all of the counselors. Most of them rate it among the most important functions. Nine of the fourteen counselors are at least satisfied with their work while five feel some improvement is needed.

3. Consultation with parents is seen as applicable by all of the counselors who also rate it among the most important functions. Eight of the fourteen respondents feel a need for improvement of the quality of their work.

C. Individual Work

1. Personal counseling is seen as applicable by all of the counselors, most of whom also rate it among the most important functions. Two junior high counselors rate it not as important as some other functions. Four of the fourteen counselors feel a need for improvement. The lowest level of satisfaction, over all, appears to be at the junior high level.

2. Social counseling is seen as applicable by all of the counselors, most of whom also rate it among the most important functions. Three junior high counselors rate it not as important as some other functions. Five of fourteen counselors feel a need for improvement. The lowest level of satisfaction, overall, appears to be at the junior high level.

3. Vocational counseling is seen as applicable by all counselors save one at the elementary level. Most respondents rate it among the most important functions. Six of thirteen counselors feel a need for improvement. Responses range from much improvement needed to doing outstanding work.

4. Educational counseling is seen as applicable by all counselors, most of whom also rate it among the most important functions. Twelve of fourteen counselors feel that they are doing at least a satisfactory job, while the remainder feel the need for some help.

5. There is some divided opinion concerning the applicability of routine, systematic counseling of all counselees with the division existing at all three levels. Of those nine who think it is applicable, one does not feel it is legitimate and another is ambivalent. Of the remaining seven respondents, only three feel this function is among the most important. Five of nine respondents feel the need for much improvement (two elementary and three senior high counselors); two some improvement; and the remaining two (junior high) feel that they are doing at least satisfactory work.

6. Demand counseling is seen as applicable by all of the counselors, most of whom rate it among the most important functions. Eight of the fourteen counselors feel that they are doing at least satisfactory work. Responses range from much improvement needed to doing outstanding work.

D. Meetings

1. Staff meetings are seen as applicable by all of the counselors. They are split exactly in half over whether this function is among the

most important or legitimate, but not as important as some others. Twelve of the fourteen counselors feel that they are doing at least a satisfactory job concerning this function.

2. Professional meetings are seen as applicable by all of the counselors. Nine counselors feel that these meetings are legitimate, but not among the most important functions while two feel they are most important and two are ambivalent. Five respondents feel the need for improvement here while the remaining nine feel they are doing at least a satisfactory job. Responses range from much improvement needed to doing an outstanding job.

E. Observation

1. Observing students in their school environment is seen as applicable by all the counselors, most of whom rate it among the most important functions. Nine of the fourteen respondents feel that they are doing at least a satisfactory job. Five feel they are doing an outstanding job. The five who feel the need for some improvement are in the junior and senior high schools.

2. Diagnosing student problems resultant from observation is seen as applicable by all of the counselors, most of whom see it among the most important functions. Eight of fourteen respondents feel the need for some improvement. This group includes most of the junior and senior high counselors.

F. Planning

1. Daily planning is seen as applicable by most of the counselors. Most of these respondents feel it is legitimate, but not among the most important functions. Of the thirteen respondents, six feel the need for improvement. Responses range from much improvement needed to an outstanding job being done at present.

G. Record Keeping

1. Meaningful and coherent counselor working files are seen as applicable by all counselors. Opinions are split over whether this is a most important or a legitimate, but not most important, function. Eight of the fourteen counselors feel a need for improvement. Responses range from much improvement needed to doing an outstanding job.

2. Student cumulative records are seen as applicable by the majority of the counselors. Most of the elementary counselors do not find this function applicable. Opinions on the importance of this function are more or less evenly distributed among most important; legitimate, but not most important; and ambivalent. Most of the respondents feel that they are doing at least a satisfactory job.

3. Record keeping of departmental equipment and supplies is seen as applicable by only half of the counselors. The division cuts across all three levels. The ratings of the legitimacy of this function are scattered evenly across all four categories from not legitimate to among the most important. Five of the seven respondents feel that they are doing at least a satisfactory job.

H. Referrals

1. Internal referrals are seen as applicable by all of the counselors, most of whom rate it among the most important functions. Most of the respondents feel that they are doing at least a satisfactory job.

2. External referrals are seen as applicable by all but one counselor. The majority of the respondents rate this among the most important functions. Eight of the thirteen counselors feel that they are doing at least a satisfactory job. However, self-evaluations range from much improvement needed to doing an outstanding job.

3. Meeting with representatives of various referral sources is seen as important by all the counselors. The rating of the importance of this function is more or less evenly divided between legitimate, but not as important as others and among the most important. Ten of the fourteen counselors feel that they are doing at least a satisfactory job although responses range from much improvement needed to doing an outstanding job.

4. Providing appropriate information about referral sources is seen as applicable by all the counselors. The respondents are evenly split between rating this function as legitimate, but not as important as others and among the most important. All elementary counselors rated it most important while those who feel that this function is less important are found at the junior and senior high levels. Nine of the fourteen respondents feel that they are doing at least a satisfactory job.

5. Helping those needing referral services to meet with the appropriate sources is seen as applicable by all of the counselors. The respondents are evenly split between rating this function as legitimate, but not as important as others and among the most important. Nine of the fifteen respondents see themselves doing at least a satisfactory job, but responses range from much help needed to doing an outstanding job.

I. Research

1. Internal research is seen as legitimate by all the counselors, most of whom rate it as legitimate, but not among the most important functions. Thirteen of the fourteen respondents feel that they need much or some improvement in this area.

2. External research is seen as applicable by most of the counselors. The largest number of respondents not seeing this as applicable are in the senior high school. Opinions on the legitimacy of this function are divided: four are ambivalent and four rate it as legitimate, but not among the most important. Half of the respondents feel they need much or some improvement.

J. Scheduling

1. Scheduling of all students is seen as applicable by only four counselors (two junior high and two senior high). Half of the four respondents are ambivalent about the legitimacy of this function. Three of the four respondents feel that they are doing at least a satisfactory job.

2. Scheduling of new students is seen as applicable to all the senior high and most of the junior high, but none of the elementary counselors. A slight majority of the respondents see this as among the most important functions, and almost all of them feel that they are doing at least a satisfactory job.

3. Changing student schedules is seen as applicable by all senior high, most junior high, and one of the elementary counselors. Opinions are divided on the legitimacy of this function: legitimate, but not among the most important and among the most important. It seems to be considered more important at the senior high level than elsewhere. Almost all respondents feel that they are doing at least a satisfactory job.

K. Small Group Work

1. Problem-centered small group work with students is seen as applicable by all of the counselors. A majority of the counselors rate this function among the most important, including all of the elementary counselors. Eight of the fourteen counselors feel that improvement is needed. The range varies from much improvement needed to doing an outstanding job.

2. Developmental-centered small group work with students is seen as applicable by all of the counselors, most of whom feel it is among the most important functions. The major exception here seems to be at the high school level where four counselors rate it as legitimate, but not as important as others while one is ambivalent. Eight of the fourteen counselors feel that self-improvement is needed. Four of five high school counselors see the need for much improvement.

3. Problem-centered small group work with parents is seen as applicable by all but one counselor. Opinions are divided on the legitimacy

of this function: legitimate, but not among the most important and among the most important. Eight of the thirteen respondents feel that self-improvement is needed with seven feeling the need for much improvement (three elementary and three senior high).

4. Developmental-centered small group work with parents is seen as applicable by all but one counselor. Seven of thirteen respondents feel this function is among the most important; however, responses range from definitely not legitimate to very important. Ten of thirteen respondents feel the need for improvement with eight seeing the need for much improvement.

5. Problem-centered small group work with teachers is seen as applicable by all but one of the counselors. Opinions are divided on the legitimacy of this function: legitimate, but not as important as some others and among the most important. Most support for the importance of this function is at the junior and senior high levels. Seven of thirteen respondents feel that improvement is needed. Three at the high school level see the need for much improvement. Responses range from much improvement needed to doing an outstanding job.

6. Developmental-centered small group counseling with teachers is seen as applicable by twelve of the fourteen counselors. Eight of the twelve respondents view this as a very important function, four each at the elementary and junior high levels. Seven of the twelve respondents feel that improvement is needed with five of them seeing the need for much improvement.

L. Special Assignments

1. Internal special assignments are seen as applicable by all but one counselor. Opinions are divided on the legitimacy of this function: legitimate, but not as important as some others and among the most important. Eight of thirteen respondents feel that they are doing at least a satisfactory job. However, self-evaluations range from much improvement needed to doing an outstanding job.

2. External special assignments are seen as applicable by all but one counselor. Opinions on the legitimacy of this function are divided: four are ambivalent; five feel that it is legitimate but not among the most important; and four view it as among the most important. Nine of the thirteen respondents feel that they are doing at least a satisfactory job. Responses to this item vary from much improvement needed to doing an outstanding job.

M. Special Programs

1. Cooperation with the PSU internship program is seen as applicable by all but one counselor. The majority of the counselors see this as a

legitimate function, but not among the most important. Ten of the thirteen respondents feel that they are doing at least a satisfactory job. However, self-evaluations range from much improvement needed to doing an outstanding job.

2. Participation in the Stone Valley programs is seen as applicable only among the four elementary counselors and one at the senior high level. All respondents rate this function as legitimate, but not among the most important. Self-ratings vary from much improvement needed to doing an outstanding job.

3. Gathering homework assignments for shut-ins is seen as applicable by all the junior and senior high counselors. Seven of the ten respondents either view this function as not legitimate or else are ambivalent. All respondents feel that they are doing a satisfactory job.

4. Coordinating tutorial programs is seen as applicable by seven of the fourteen counselors, all at the junior and senior high levels. Four of these seven respondents view this as a legitimate function, but not as important as some others. Two doubt the legitimacy of this function. Six of the seven respondents feel they are doing at least a satisfactory job.

5. Selection of Vo-Tech students is seen as applicable by all junior and two senior high counselors. This is seen as a legitimate function, but not as important as some others by four of the seven respondents. However, responses range from not legitimate to highly legitimate. Five of the seven feel that they are doing at least satisfactory work.

6. Guidance newsletters are seen as applicable by ten of the fourteen counselors, most of whom rate this function as legitimate, but not among the most important. Half of the respondents feel that improvement is needed.

7. Graduation exercises are seen as applicable by three of the senior high counselors. This function is rated as legitimate, but not among the most important. The respondents rated their efforts as satisfactory or outstanding.

N. Student Transition

1. Assisting students who are moving from one school to another within the district is seen as applicable to all elementary and junior high counselors plus one senior high counselor. Opinions on the legitimacy of this function are divided: six of ten rate it as legitimate, but not as important as some others. Six of the ten counselors feel that they are doing at least a satisfactory job.

2. Assisting students who are leaving one's school for the next level of education is seen as applicable by all of the counselors.

Opinion is evenly divided on the legitimacy of this function between legitimate, but not among the most important and among the most important. Nine of the fourteen counselors feel they are doing at least a satisfactory job. However, responses range from much improvement needed to doing an outstanding job.

3. Developing and conducting orientation programs for students entering one's school is seen as applicable by all counselors but one at the elementary level. The majority of these respondents view this function as among the most important. Ten of the thirteen counselors feel they are doing at least a satisfactory job.

O. Testing

1. Administration of the sanctioned standardized testing program is seen as applicable by all of the junior high and most of the senior high counselors. Six of the nine respondents view this function as legitimate, but not among the most important. All of the respondents feel they are doing at least a satisfactory job.

2. Scoring of standardized tests is seen as applicable by only four counselors, three of whom are working at junior high school level. Three of these four respondents feel this function is either not legitimate or are ambivalent. All of them feel they are doing at least a satisfactory job.

3. Interpretation of standardized test results is seen as applicable by all counselors except one at the elementary level. A slight majority of the respondents feel that it is a legitimate function, but not among the most important. Four of the junior high counselors view this as a most important function. Ten of the thirteen respondents feel that they are doing at least a satisfactory job.

Of those functions listed in the inventory, the ones apparently felt to be most important by the counselor respondents are the following:

1. Assisting in selection of post-high school careers.
2. Assisting in selection of post-high school educational institutions.
3. Consultation with teachers.
4. Consultation with administrators.
5. Consultation with parents.
6. Personal counseling.
7. Social counseling.
8. Vocational counseling.
9. Educational counseling.

10. Demand counseling.
11. Observing students in their school environment.
12. Diagnosing student problems resultant from observation.
13. External referrals.
14. Scheduling of new students.
15. Problem-centered small group work with students.
16. Developmental-centered small group work with students.
17. Developmental-centered small group work with parents.
18. Developmental-centered small group work with teachers.
19. Developing and conducting orientation programs for students entering your school.

Recommendations

The following recommendations are based upon what seem to be the counselors' most strongly felt needs. The elementary counselors seem to wish help relative to career information systems and interviewing appropriate speakers and representatives. It is possible that the secondary counselors can be helpful here.

On the other hand, the secondary level counselors wish help relative to consulting with teachers and administrators. Perhaps the elementary counselors can be helpful to the secondary people in this area. All counselors may welcome in-service training focused on consultation.

The counseling staff seems ripe for planned discussions of counseling theory and philosophy. This may or may not lead to requests for in-service training and/or consultation.

The expressed desire for help with diagnosis by the secondary counselors may be related to the previous recommendation in that there may be a desire for in-service training and/or consultation.

Other topics which seem to have potential relative to in-service training or consultation are research and small group work. As was suggested above, requests for such help will best come out of counselor generated discussions.

Finally, concern is expressed over referrals. Again, the exact needs of the counselors may best be defined via internal discussions within the staff. Perhaps, then, the counselors will be able to help each other and identify problems which need help from other sources.

PARENT SURVEY

INTRODUCTION

Because of the nature of the population, it was decided that parents should be the first public to survey. During July and August of 1972, Doctor Baker, Doctor Warner, and Doctor Cameron created this survey and developed the plans for its distribution. As a result, the survey and an accompanying letter, with a stamped return-addressed envelope, were mailed to a random sample of 500 parents whose names were on the school tax roll. A copy of the survey and the letter are found on the following pages.

In November, it was decided that a follow-up letter may increase the number of returns. Accordingly, such a letter was created by Doctor Baker and sent to the survey sample with a stamped return-addressed envelope. In December it was decided that few, if any more, surveys would be returned. Those which had been returned were turned over to data processing for key punching and tabulations.

Descriptive data were tabulated from the objective questions, summarized and distributed among the guidance staff members. The surveys were divided into three categories according to the perceived content of the subjective responses therein (positive, thought provoking--including negative, and non-committal). These surveys were circulated among the guidance staff for their perusal. Accordingly, the guidance staff responded to the objective and subjective data as it appeared to them. Doctor Baker summarized the staff responses prior to completion of the findings and recommendations.

State College Area School District
Counseling and Guidance Department

September 1972

Dear Parent,

The Guidance and Counseling Department of Pupil Personnel Services of the State College Area School District is conducting a Self-Study to assist in determining its future role in the school community, and, to provide a basis for accountability in that role. Concepts and values of school communities change with time, and, in providing guidance and counseling service in the future it would be well to know the wishes of the school community being served relative to the service.

We wish to obtain parents', students', teachers', and school administrators' input to the study, and a separate survey is being made of each group. Will you, please, help, as a parent, and complete the enclosed questionnaire? You are encouraged to use the "Parent Reaction Space" for comments.

This questionnaire is being mailed to every seventh address, appearing in the 1972 School Census, where there are parents having children in attendance in the local schools. The parent addressed is the first name recorded in the computerized listing for the address.

Sincerely,

Stanley Baker

Dr. Stanley Baker
Director, Self-Study Project

Donald L. Cameron

Dr. Donald L. Cameron
Assistant Superintendent for
Pupil Personnel Services

DLC/mk

Enclosure 1

State College Area School District
Counseling and Guidance Department

PARENT SURVEY

1972-73

The following brief survey has been designed to assess the extent and effectiveness of the guidance services you and your child have received through the school. How many children do you now have in grades:

1 - 6 ____01*
7 - 9 ____02
10 - 12 ____03

Part One

Directions

If you have children in more than one of the levels indicated above, please rate each counseling service for each child separately. Use column E to indicate an elementary rating, column J a junior high rating, and column H a senior high school rating.

Example: In response to Item 1 you might place a 1 in column H indicating one meeting at the senior high school and 2 in column J indicating two meetings at the junior high.

Type of Contact	Columns E	J	H
1. Participated in a large group meeting conducted by the counselor or in which the counselors participated. (P.T.A., special parent meeting.)	____04	____05	____06
2. Individual conference with counselor.	____07	____08	____09
3. Telephone conversation with counselor.	____10	____11	____12
4. Received newsletter or bulletin prepared by the counselor.	____13	____14	____15
5. Received special written reports prepared by the counselor about your child's progress in school.	____16	____17	____18
6. Home-visitation by counselor.	____19	____20	____21
A. Other contact. (Please specify.)			
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

* Note: Ignore numbering on the right hand side of the page. It is for data processing.

PS - 2

Part Two

Directions

Using your knowledge of the contacts your child has had with his or her guidance counselor, please complete the following section by indicating the approximate number of times he has had each type of contact. As in Part One, use the appropriate column.

Type of Contact	Columns E	J	H
7. My child participated with a small group of students in school, organized by the guidance counselor to discuss problems and concerns.	___22	___23	___24
8. My child participated with large and small groups for things other than problems and concerns (i.e. affective groups - college information, career nights, etc.).	___25	___26	___27
9. My child has had an individual interview or meeting with the guidance counselor.	___28	___29	___30
10. My child requested and received individual help from the guidance counselor.	___31	___32	___33
11. My child received special materials prepared by or secured by the guidance counselor (e.g. books, brochures, pamphlets).	___34	___35	___36
B. Other contact (please specify).			
_____	___	___	___
_____	___	___	___
_____	___	___	___

PS - 3

Part Three

Directions

The following statements represent the intentions of the State College Area guidance program. In responding to these items, use the same columns as you did in Parts One and Two. However, use the following key when responding to these items:

1 - very well
2 - well
3 - unsure
4 - poor
5 - much more needs to be done
6 - no opinion

Example: If you think that the junior high school guidance personnel performed "well" in regard to item 15, place a 2 (2 - well) in column J (J-junior high).

Please fill in all of the blanks although you may not have children attending school in each category.

	Statements	Columns		
	The guidance personnel	E	J	H
12.	Help parents to better understand their child's academic progress in school.	____37	____38	____39
13.	Help parents to better understand their child's interests and abilities (i.e. test results).	____40	____41	____42
14.	Help parents to better understand the school's total educational program.	____43	____44	____45
15.	Make it easier for parents to relate to the school concerning their children.	____46	____47	____48
16.	Help students to improve academically.	____49	____50	____51
17.	Help students to better cope with school and developmental problems and concerns.	____52	____53	____54
18.	Help to promote healthy attitudes and values in students.	____55	____56	____57
19.	Assist students in decision making skills relative to such concerns as career planning, course selection, post-high school training, etc.	____58	____59	____60

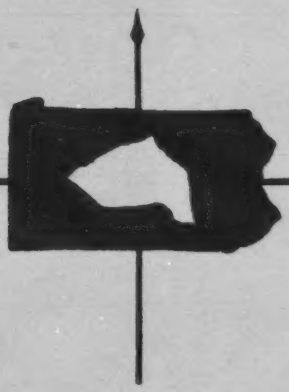
PS - 4

Part Three - cont.

Statements	Columns E	J	H
20. Assist students through the provision of materials, special programs, etc. relative to career planning, educational planning and personal needs.	61	62	63
21. Assist parents to better understand the behavior of school-age persons.	64	65	66
22. Offer ideas which help parents to better understand and cope with students behavior.	67	68	69
23. Provide individual counseling upon reasonable demand by students.	70	71	72
24. Provide information on sources of help for the child that are available in the community.	73	74	75
25. Assist parents in making decisions concerning the child's welfare.	76	77	78
26. Assist children in assuming personal responsibility.	79	80	81
27. Provide consultation services to parents concerning children and young people.	82	83	84

Parent Reaction Space: (Please comment on the overall effectiveness of the guidance program - strong points, weaknesses, needed additions, etc.).

Your prompt return of this questionnaire will greatly enhance the effectiveness of the Self-Study of which this is one part. A self-addressed, stamped envelope has been provided for your convenience.



STATE COLLEGE AREA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES

131 W. NITTANY AVENUE • STATE COLLEGE, PENNSYLVANIA • 16801

TELEPHONE Area Code 814-237-6201

November 15, 1972

Dear Parent:

This past September you received a "Parent Survey" from the Guidance and Counseling Department of the State College Area School District. If you completed and returned the survey please go no further with this letter. If you have not completed and returned the survey, please read on.

In order to get a more accurate idea of community thought relative to our guidance and counseling services, we need the return of completed questionnaires from those of you who have not responded. It is not too late to complete and return the survey. Will you please help us by doing this today?

Sincerely,

Stanley Baker

Dr. Stanley Baker
Director, Self-Study Project

Donald L. Cameron

Dr. Donald L. Cameron
Assistant Superintendent for
Pupil Personnel Services

DATA

Table 8 presents the responses to questions 1 through 6 on Part I of the Parent Survey. As is indicated in the directions, respondents were able to indicate more than one contact per each category. This resulted in the possibility of more contacts than respondents (i.e. many people indicating more than one contact in particular categories). Each category was ranked within the three subgroups (elementary, junior high and senior high). The rankings indicate the degree to which each service is reaching the public as compared to the other services. Of course, this is from the viewpoint of parents.

Table 8

Objective Data for Questions 1 through 6

Question	Elementary Observations	(n=154) Ranking	Junior High Observations	(n=74) Ranking	Senior High Observations	(n=61) Ranking
1	69	1	74	1	23	1
2	40	2	34	3	21	3
3	23	3	42	2	22	2
4	9	5	26	4	9	4
5	20	4	7	5	7	5
6	4	6	4	6	2	6
	165		187		84	

Table 9 depicts the responses to questions 7 through 11. As in the case of questions 1 through 6 above, the respondents were able to indicate more than one observation per question. The results are treated in the same manner as were those for questions 1 through 6.

Table 9

Objective Data for Questions 7 through 11

Question	Elementary Observations	(n=154) Ranking	Junior High Observations	(n=74) Ranking	Senior High Observations	(n=61) Ranking
7	38	1	52	3	16	5
8	7	4	32	4	47	2
9	13	3	98	1	89	1
10	14	2	53	2	47	2
11	1	5	14	5	31	4
	73		249		230	

In Table 10 data are presented for questions 12 through 27. Each question represents a specific intention of the guidance program. Respondents at each of three levels (parents of elementary, junior high or senior high children) rated each intention (question) on a six category scale. Table 10 presents the percentage of response distribution across

all categories (1 through 6) for each school level (E=elementary, J=junior high, H=high school) for each intention (questions 12--27).

Table 10

Objective Data for Questions 12 through 27

Question and School Level		Percentage in Each Response Category					
		1	2	3	4	5	6
12	E	07	15	18	16	18	26
	J	15	22	19	14	15	14
	H	06	24	20	12	14	24
13	E	04	12	18	13	22	29
	J	09	24	19	17	16	16
	H	04	28	16	10	20	22
14	E	04	18	18	17	15	28
	J	09	30	22	17	10	14
	H	14	18	22	14	20	22
15	E	07	14	24	14	12	30
	J	15	27	20	16	08	15
	H	12	18	20	10	16	24
16	E	04	06	30	11	05	41
	J	06	16	32	10	09	27
	H	06	20	34	06	10	24
17	E	07	20	21	09	09	32
	J	13	24	20	10	10	24
	H	08	24	22	10	16	22
18	E	05	19	21	12	07	36
	J	14	20	23	07	09	28
	H	12	22	30	08	04	24
19	E	01	09	24	06	05	54
	J	13	17	17	03	20	30
	H	19	31	10	10	19	12
20	E	01	09	24	06	06	53
	J	08	21	18	05	17	32
	H	18	37	12	12	08	14
21	E	06	18	18	08	16	35
	J	09	15	23	10	12	32
	H	10	12	31	08	08	31
22	E	05	23	16	08	16	33
	J	06	15	29	07	12	31
	H	08	15	31	06	08	31
23	E	13	11	21	05	05	45
	J	25	29	12	03	07	25
	H	28	29	12	02	10	20
24	E	06	13	20	04	06	51
	J	09	19	17	02	15	29
	H	14	24	14	16	14	28
25	E	05	17	19	09	08	42
	J	10	16	28	03	04	38
	H	16	15	33	04	08	28
26	E	08	19	16	06	05	46
	J	16	20	20	05	04	34
	H	14	22	26	06	06	28
27	E	09	18	14	05	13	41
	J	16	19	21	04	12	28
	H	20	26	14	08	08	24

FINDINGS

The responses to questions 1 through 6 indicate that large group meetings are the type of contact which most parents in this survey have had with school counselors. At the secondary level, the next type of contact most frequently experienced is the telephone conversation while, at the elementary level, it is an individual conference with the counselor. Items 4 through 6 were consistently reported as the type of contact with counselors least experienced by the respondents. However, it should be noted that twenty or more respondents indicated contacts with the counselors via a newsletter or bulletin at the junior high level and a special written report at the elementary level.

The knowledge of student contacts as recollected by their parents is quantified in questions 7 through 11. Here it appears that the junior and senior high student data are more similar than that for those at the elementary level. Whereas the highest number of known contacts for students at the secondary level is via individual interviews or meetings, it was felt to be small group gatherings at the elementary level. In all cases, the second highest area of recollection is that counselors responded to a request for individual help from the parent.

Interestingly, participation in small groups had quite a range. It ranked first at the elementary level, third at the junior high level and fifth at the senior high level. If parental recollections are accurate in this sample, it would appear that the use of small group methods varies considerably in the different grade level components of the guidance staff.

Items 12 through 27 allowed the respondents to evaluate the quality of the guidance program from their viewpoint. As one views the data, it appears that in many cases there are not considerable differential results across the three levels: elementary, junior high and senior high. Those items which do indicate different parental attitudes at different developmental levels are: 1) making it easier for the parents to relate to the school concerning their children; 2) helping students to improve academically; 3) assisting students in decision-making skills; 4) assisting through provision of special programs, materials, etc.; 5) providing individual counseling; 6) providing information of sources of help for the child in the community; 7) providing consultation services.

A quick glance up and down the columns leaves an impression that most often the respondents were choosing categories 3 and 6 (unsure and no opinion). Although this is true, in general, there are exceptions. There were some areas in which the respondents chose positive evaluations (very well and well) more than 50 percent of the time. Three of these were at the high school level: 1) assisting students in decision-making skills (50%); 2) assisting students through provision of special materials and programs (55%); and 3) providing individual counseling (57%). At the junior high level providing individual counseling received "very well" or "well" ratings from better than fifty percent of the respondents (54%).

While these data may be disturbing, it should also be noted that there were no instances where the total percentages of responses in categories 4 and 5 (poor and much more needs to be done) was above fifty percent. There were some cases, however, where the total percentage of categories 4 and 5 was higher than that of 1 and 2. Most of these cases fell within the elementary level: 1) helping parents to better understand their child's academic progress in school (12% difference); 2) helping the parents to better understand their child's interests and abilities (19% difference); 3) helping parents to better understand the school's total educational program (10% difference); 4) making it easier for parents to relate to the school regarding their children (5% difference); 5) helping students to improve academically (6% difference); 6) assisting students in decision-making skills (1% difference); and 7) assisting students through provision of materials, special programs, etc. (2% difference).

At the junior high school level there were no totals from categories 4 and 5 higher than those for 1 and 2. Finally, at the senior high level there was one such instance: help parents to better understand the school's total educational program (2% difference). One might wonder whether results under ten percent are differences which make a difference.

Perhaps the most informative result of this section of the survey is that in forty of the forty-eight possible response categories for questions 12 through 27, the percentage of responses in categories 3 and 6 (unsure and no opinion) is higher than that found in either 1 and 2 (very well and well) or 4 and 5 (poor and much more needs to be done). The exceptions are: 1) helping parents to better understand the child's progress--junior high (33% unsure or no opinion); 2) making it easier for parents to relate to the school concerning their children--junior high (35%); 3) helping parents to better understand the school's total educational program--junior high (36%); 4) assisting students in decision-making skills--senior high (22%); 5) assisting students through the provision of materials, special programs, etc.--senior high (26%); 6) providing individual counseling--junior high (37%) and senior high (32%); and 7) providing consultation services to parents concerning children and young people--senior high (38%).

DISCUSSION AND RECOMMENDATIONS

The small response to this survey and data found in those surveys returned indicate a high index of indifference or no opinion relative to evaluation of the guidance counseling service. Whether this is a problem for the public, the schools, or some combination of the two is unclear. If solutions are to be forthcoming from the schools, perhaps there is a need to improve communication to the parents relative to the counseling services. This seems especially true for parents of the elementary, particularly younger elementary, children. In addition, the transience of the population within this school system demands that communication must be not only <u>effective</u>, but also constant. If present

methods are not effectively communicating, then new ways to demonstrate and communicate the counselor role and quality of work are indeed necessary. One specific recommendation offered by an elementary counselor was to send a yearly letter to all her parents introducing herself and her services.

The foregoing discussion in addition to apparent requests for more information about the child's interests, abilities and place in the school's total program may be construed as support for a more developmental total guidance program. A developmental program, herein, refers to one wherein a systematic effort is made to insure that the total guidance counseling program has an opportunity to effect the lives of as many students as possible. In so doing, the staff will not necessarily serve only those publics who demand assistance. The latter stance implies that all members of the public are aware of the guidance counseling services available to them. Information revealed herein does not support such a stance.

SURVEY OF FORMER GRADUATES

Introduction

The members of the self-study team determined that this survey should be developed and approved prior to December, 1972 so that it might be mailed to the subjects during Christmas vacation time as many former students would possibly be visiting their State College homes. Originally, the committee assigned to this task consisted of Mrs. Gwiazdowski, Mrs. Kissinger, Mr. Lutz and Doctor Baker. This committee produced a first draft which was critiqued by the entire self-study team. As a result of this critique, Mr. Fonda, Mr. Leubuscher and Doctor Baker produced a revised survey form, a copy of which is found in the end of this section.

The subjects for this survey were all the graduates of the classes of 1972 (one year), 1970 (three years) and 1968 (five years). Names and addresses of these students at the time of their graduation were on file at the high school guidance office. The surveys were mailed to each subject with an accompanying stamped return-address envelope.

Approximately 1500 surveys were mailed to prospective subjects in mid-December, 1972. The self-study team waited until the end of January, 1973 before submitting the returned surveys to data analysis. At that time the number of returned surveys by class was 121 (1968); 175 (1970); 192 (1972); and 60 (no class indicated). The total number of returned surveys analyzed was 548.

State College Area School District
Counseling and Guidance Department

FOLLOW-UP STUDY

Former State College Area High School Graduates

HELP! DID YOUR SCHOOL PROVIDE YOU WITH ADEQUATE COUNSELING AND GUIDANCE? PLEASE HELP US TO FIND OUT BY COMPLETING THE FOLLOWING BRIEF SURVEY.

What year did you graduate from State College High? _____

a. Which of the following best describes the course of studies you pursued while in high school? (check one)

Business education	_____	(01)
College preparatory	_____	(02)
General studies	_____	(03)
Vocational-technical	_____	(04)
Work study	_____	(05)

b. Sex (check one) -

Female	_____	(06)
Male	_____	(07)

c. Which of the following best describes what you are doing with the majority of your time and energy? (check one)

Employed	_____	(08)
Homemaker	_____	(09)
Military	_____	(10)
Student	_____	(11)
Unemployed	_____	(12)

Other (please specify) _____ _____ (13)

_____

For questions d through o, please use the following key:

1 = little, 2 = uncertain, 3 = much, 4 = did not seek this service

(Example: If your answer to question d is "much", place a "3" in blank number 14.)

How helpful were the school counselors to you in each of the following areas?....

d. Selecting and scheduling your courses	_____	(14)
e. Making your future plans.	_____	(15)
f. Solving a problem with a teacher.	_____	(16)
g. Understanding your grades.	_____	(17)
h. Solving a problem with your parents.	_____	(18)
i. Understanding your abilities.	_____	(19)
j. Seeking information on jobs or schools.	_____	(20)
k. Solving a problem with another student.	_____	(21)
l. Understanding achievement test scores.	_____	(22)
m. Improving yourself academically.	_____	(23)
n. Solving a personal problem.	_____	(24)
o. How free did you feel to contact a counselor when you had a problem?	_____	(25)

---

p. How many full-time jobs (30+ hours per week) have you had since leaving high school? (place answer in blank 26) If your answer to question "p" is zero or none, leave this section and move on to question "w". _____ (26)

q. List the full-time job titles you have had: _____

_____

_____

r. After you seriously began looking, how long did it take for you to find your first job? (check one)

0 to 3 months	_____	(27)
3 to 6 months	_____	(28)
More than 6 months	_____	(29)
Had job arranged before leaving school	_____	(30)

s. Which of the following best describes your degree of satisfaction with your present job? (check one)

very satisfied	_____	(31)
satisfied	_____	(32)
uncertain	_____	(33)
dissatisfied	_____	(34)
very dissatisfied	_____	(35)

t. What features of this job caused you to be satisfied:

_____

_____

_____

u. What features of this job caused you to be dissatisfied:

_____

_____

_____

---

v. Have you been a full-time student since leaving high school? If your answer is "Yes", continue with the following questions. If your answer is "No", see note at bottom of page.

Yes	_____	(36)
No	_____	(37)

w. Name of school(s) attended: _____

_____

x. Course(s) of study: _____

_____

For questions y through bb, use the following key:

1 = little, 2 = uncertain, 3 = much, 4 = did not seek this service

(Example: If your answer to question "y" is "little", place a "1" in blank number 38.)

y. How much help in choosing a school did you receive from school counselors? _____ (38)

z. How much help in finding information relative to your choice of school did you receive from your school counselors? _____ (39)

aa. How much help related to the decision: "Should I go on to school?" did you receive from your school counselors? _____ (40)

bb. How satisfied are you with the school you attended or are presently attending since leaving high school? _____ (41)

cc. Did you leave that school before completing the course of studies? If your answer is "Yes", why? _____

Yes	_____	(42)
No	_____	(43)

_____

_____

Thank you for taking the time to fill out this survey. Please mail it right back to us in the stamped envelope which is provided.

Results and Discussion

Table 11 presents demographic information given in response to questions a., b., and c. on the survey. Responses to question a. were consistent across the three classes showing no change in the pattern of course of study selections by the students over the past five years. Sex of respondents also remained fairly consistent across the three subsamples indicating a slightly higher percentage of female respondents throughout.

Responses to the present-time-use question did show some variance in that more recent graduates are counted among the student population in higher numbers while those out of school longer have a higher rate of employment.

TABLE 11

Demographic Data from Survey of Former Students

	None Total	%	1968 Total	%	1970 Total	%	1972 Total	%	Total Total	%
Course of Studies:										
Business Education	2	.03	16	.13	19	.11	18	.09	55	.10
College Preparatory	48	.71	86	.71	129	.74	144	.75	407	.73
General Study	12	.18	17	.14	15	.09	19	.10	63	.12
Vocational-Technical	5	.07	1	.01	10	.05	7	.04	23	.04
Work Study	1	.01	1	.01	1	.01	4	.02	7	.01
Sex:										
Female	35	.54	68	.57	105	.61	105	.55	313	.57
Male	30	.46	51	.43	68	.39	86	.45	235	.43
Present Time Use:										
Employed	19	.28	69	.57	51	.29	46	.23	185	.34
Homemaker	3	.04	11	.09	9	.05	1	.01	24	.44
Military	2	.03	5	.04	5	.03	3	.02	15	.03
Student	41	.61	27	.23	105	.60	137	.71	310	.56
Unemployed	1	.02	3	.03	3	.02	3	.02	10	.02
Other	1	.02	5	.04	1	.01	1	.01	8	.01

Table 12 offers the data relevant to questions d through o on the survey. These questions deal with subject attitudes toward the help they received from their counselors while in school. A perusal of the data when distributed across each of the form response categories (little, uncertain, much, did not seek) by each sub sample (none, 1968, 1970,1972) indicates little, if any, difference except in one case. As a result, Table 12 presents only the totals for the entire sample.

The one exception noted above appeared in regards to question m (Improving yourself academically). A distinct difference in numbers of students in the class of 1972 who sought this service as compared to those who rated it (ratio: 100 to 91) was found when compared to 1970 (ratio: 71 to 103). It would seem that in the more recent sample, fewer students are seeking counselor aid relative to improving themselves academically then were in the past.

TABLE 12

Summary of Responses to Questions d through o: Survey of Former Students

	Responses								
	Little		Uncertain		Much		Did Not Seek		
Question	Total	%	Total	%	Total	%	Total	%	Total
d	238	.44	49	.09	104	.19	156	.28	547
e	278	.50	43	.08	59	.11	171	.31	551
f	133	.24	32	.06	62	.11	324	.59	551
g	119	.22	64	.12	57	.10	310	.56	550
h	78	.14	5	.02	12	.01	454	.83	549
i	171	.31	94	.17	88	.16	198	.36	551
j	216	.39	50	.09	130	.24	154	.28	550
k	68	.12	13	.02	23	.05	447	.81	551
l	159	.29	60	.11	146	.26	187	.34	552
m	203	.37	61	.11	28	.05	259	.47	551
n	85	.15	20	.04	43	.08	404	.73	552
o	202	.38	93	.17	183	.34	59	.11	537

Of the areas of potential counselor help for students suggested via items d through n, several were classified as "did not seek this service" by more than 50 percent of the respondents (solving a problem with parents - 81%; solving a personal problem - 73%; solving a problem with a teacher - 59%;

and understanding your grades - 56%). These data suggest that for some reason those concerns are the ones for which help is sought from the counselors least often by the subjects of this sample.

Those areas which seemingly were most often the cause of subject concern when they approached the counselors for help were: improving yourself academically, selecting and scheduling your courses, seeking information on jobs or schools, making your future plans, understanding achievement test scores and understanding your abilities.

Of those areas of concern which seemed most often to be the subject of counselor-counselee interaction, a rank ordering of satisfaction was made according to the percentage of responses in the "much" category": 1. understanding achievement test scores - 26%; 2. seeking information on jobs or schools - 24%; 3. selecting and scheduling your courses- 19%; 4. understanding your abilities - 16%; 5. making your future plans - 11%; 6. improving yourself academically - .05%. Although the majority of the respondents did seek counselor aid in these areas, their rating of the service highly was rather low.

Item o. presents data relevant to the former students' feelings of counselor availability and acceptance in the counseling suite. Seventy-two percent of the respondents felt that the service was available to a small (little) or great (much) extent. It would appear then that the majority of these former graduates felt that the counseling service was available to them. Of those who used this service, most sought it in the areas of vocational and educational rather than personal concerns. In addition, they were rather parsimonious with their ratings of that help.

Table 13 presents a summary of the responses to items p. through s. which are probably best classified as full-time-work-since-graduation information. Apparently, the majority of graduates in all sub samples who have been working since graduation are in their first job. Only twenty-three percent have held more than two jobs. Of course, those students who have been out of school for the longest duration of time show a higher rate of job mobility.

According to the responses given in answer to item r., ninety-two percent of the former students either had their job arranged before graduation or found one within three months of the time they began looking seriously. Finally, in response to item s., seventy-five percent of the subjects across all classes indicate that they are satisfied or very satisfied with their jobs.

TABLE 13

Full-Time Work Related Questions from Former Student Survey

Question	1968 Total	1968 %	1970 Total	1970 %	1972 Total	1972 %	None Total	None %	Total Total	Total %
p.										
1	46	.48	46	.40	65	.76	17	.45	174	.52
2	19	.19	36	.31	15	.18	13	.34	83	.25
3	18	.18	26	.23	3	.04	5	.13	52	.15
4	10	.10	6	.05	2	.02	1	.03	19	.06
5+	5	.05	1	.01	0	.00	2	.05	8	.02
r.										
0-3	67	.72	76	.69	43	.51	24	.63	210	.64
3-6	8	.09	7	.06	5	.06	1	.03	21	.06
6+	1	.01	2	.02	1	.01	1	.03	5	.02
Before	17	.18	25	.23	36	.42	12	.31	90	.28
s.										
very satisfied	37	.43	35	.38	26	.38	14	.40	112	.40
satisfied	31	.36	37	.41	24	.35	7	.20	99	.35
uncertain	9	.10	6	.07	14	.20	10	.28	39	.14
dissatisfied	8	.09	10	.11	4	.06	2	.06	24	.09
very dissatisfied	2	.02	3	.03	1	.01	2	.02	8	.02

Table 14 indicates that the ratio of full-time students to non full-time students after graduation among these subjects is quite constant, averaging out to three to one. Roughly seventy-five percent of the graduates in these three classes became full-time students while the remaining twenty-five percent did not.

TABLE 14

Demographic Data About Post High School Education

Survey of Former Students

Question		1968 Total	1968 %	1970 Total	1970 %	1972 Total	1972 %	None Total	None %	Total Total	Total %
v.	Yes	94	.80	120	.73	132	.74	47	.76	393	.75
	No	23	.20	45	.27	46	.26	15	.24	129	.25

Table 15 presents an inventory of schools which the subjects who went on to school attended while Table 16 offers a summary of courses of study undertaken by the same subjects. Obviously, a vast majority of the graduates attend Pennsylvania State University. However, it should be noted that those students who do not attend Pennsylvania State University choose from a broad spectrum of other institutions. In addition, the data revealed by Table 16 indicate that, whenever the post-high-school-education bound graduates choose to attend school, they choose a variety of major fields of study.

TABLE 15

Summary of Schools Attended by Subjects on a Full-Time Basis After Leaving High School

School	Number Attending
Pennsylvania State University	345
Thompson Business School	7
Indiana University of Pennsylvania	5
South Hills Secretarial School	5
University of Pittsburgh (School of Medicine)	4
Antioch College	3
Cornell University	3
Mansfield State College	3
Michigan State University	3
Princeton University	3
Edinboro State College	2
Empire Beauty School	2
Harrisburg Community College	2
Hershey Medical Center	2
Ivy School of Professional Art	2
Rutgers (State University)	2
United States Naval Academy	2
University of Pennsylvania	2
Wisconsin State University	2
Alfred College	1
American University Law School	1
Atlanta School of Fashion and Design	1
Bander Fashion College	1
Baylor University	1
Boston Conservatory of Music	1
Bradford Business School	1
Cambridge School for Adult Education	1
Carleton College	1
Carnegie-Mellon University	1
Centenary College	1
Centre County Vocational-Technical School	1
Clark College	1
Cleveland Institute of Art	1
College of William and Mary	1
David Lipscomb College	1
Delaware State College	1
De Moines Community College	1
Du Boise Business College	1
East Stroudsburg State College	1
Eisenhower College	1
Electronic Computer Programming (Pittsburgh)	1
Franklin and Marshall College	1
George Washington University	1
Grove City College	1
Harcum Junior College	1
Harding College	1
Haverford College	1

School	Number Attending
Idaho State University	1
Illinois State University	1
Immaculata College	1
Juniata College	1
Kalamozoo College	1
Kenyon College	1
Kutztown State College	1
Lancaster General Hospital School of Nursing	1
Lancaster Theological Seminary	1
Lankenau School of Nursing	1
Lock Haven State College	1
Maryland Institute of Art	1
Meredith Manor (WV)	1
Messiah College	1
Michigan State University	1
Middlebury College	1
Oberlin College	1
Ohio University	1
Peabody College	1
Philadelphia Musical Academy	1
Philco-Ford Technical Center	1
Point Park Junior College	1
Polyclinic School of Nursing	1
Reed College	1
St. Vincent College	1
Sarah Lawrence College	1
Shippensberg State College	1
Southwest Medical School	1
Stephens College	1
Strayer Business College	1
Spring Arbor College	1
Swarthmore College	1
United States Air Force Academy	1
University of Denver	1
University of Maine	1
University of Maryland	1
University of Massachusetts	1
University of Northwestern	1
University of Novi Sad (Yugoslavia)	1
University of Pittsburgh	1
University of Susquehanna	1
University of Virginia	1
University of Washington and Lee	1
Upper Bucks Vocational-Technical School	1
Upstate Medical Center	1
Utah State University	1
Vanderbilt University	1
Wellesley College	1
Westminister College (PA)	1
West Virginia University	1
Williamsport Community College	1
Wilson College	1
Yale University	1

TABLE 16

Summary of Courses of Study Undertaken by Subjects after Graduation from High School

Course of Study	Number	Course of Study	Number
Liberal Arts (No Major Given)	39	Consumer Related Studies	3
Elementary Education	33	Anthropology	3
Business or Bus. Admin.	23	Geology	3
Health and Phys. Ed.	21	Pre-Dental	3
Nursing	14	Earth and Mineral Science	3
Human Development (IFS)	14	Education	3
Biology	14	Agriculture	3
Pre-Med	12	Sociology	3
Psychology	11	Medical Secretary	2
Art Education	11	Math Education	2
History	10	Counselor Education	2
Music and/or Dance	9	German	2
Science	8	Special Education	2
Food Services, Housing and Hotel Management	8	Spanish	2
		Philosophy	2
Fine Arts	8	Forest Technology	2
English	8	Pre-Law	2
Engineering	8	Cosmetology	2
Landscape Architecture	7	Outdoor Conversation	1
Law Enforcement & Correction	7	Architecture	1
Computer Science	7	GNAS	1
Home Economics Education	7	Medical Technology	1
Mathematics	6	Air Conditioning Technology	1
Political Science	6	Earth Science Education	1
Recreation and Parks	6	Agricultural-Business	1
Art	6	Auto Mechanic	1
Chemistry	5	Ministry	1
Secretarial	5	Classics	1
Economics	5	Speech and Hearing	1
Theatre	5	Speech Pathology	1
Animal Science	4	International Relations	1
Medicine	4	Microbiology	1
Accounting	4	Labor Relations	1
Music Education	4	Library Science	1
Community Development	4	Latin American Studies	1
Forestry	4	Linguistics	1
Journalism and Broadcasting	4	Russian	1
Psyiotherapy	3	Fashion Merchandising	1
Social Welfare	3	Fashion Design	1
Pre-Vet	3	Industrial Arts Education	1
English Education	3	Data Management	1
Business Education	3	Respiratory Therapy	1
Physics	3	Agriculture Education	1
Law	3	Public Services	1

Course of Study	Number	Course of Study	Number
Clothing and Textiles	1	Auto Technology	1
Interior Design	1	Horsemanship	1
Zoology	1	Secondary Education	1
Farm Equipment Sales and Services	1	Nutrition	1
Industrial Management	1	Astronomy	1
		Practical Nursing	1

Questions y through aa offer subject evaluation of counselor help received when sought relative to post high school education. Little apparent differences existed among the different sub samples. The greatest numbers did not seek help (36%, 33%, and 51%). Of those who did seek help the greatest number rated it "little" (48%, 40%, 30%). That area in which the respondents felt that they received the highest degree of help ("much") was in finding information relative to the school choice (20%).

Whereas the respondents were again parsimonious with their ratings of the help received, they apparently are satisfied with the choice they made (question bb). Seventy-one percent responded to "much" for this question.

TABLE 17

Counselor Involvement in Student Educational Plans

Former Student Survey

	Response Choice							
	Little		Uncertain		Much		Did Not Seek	
Question	Total	%	Total	%	Total	%	Total	%
y	207	.48	19	.04	51	.12	153	.36
z	172	.40	32	.07	84	.20	141	.33
aa	127	.30	30	.07	51	.12	220	.51
bb	39	.09	77	.18	297	.71	8	.02

Finally, Table 18 indicates that the majority of these subjects have remained in the school which they selected. Although the percentage is lower among those who graduated longer ago, all are greater than seventy-five percent.

TABLE 18

Status of Subjects Who Have Continued Education Beyond High School (Persistence)
Former Student Survey

	1968		1970		1972		None		Total	
Question	Total	%	Total	%	Total	%	Total	%	Total	%
cc.										
Yes	15	.16	27	.22	8	.06	6	.11	56	.13
No	82	.84	97	.78	135	.94	48	.89	362	.87

Recommendations

The proceeding recommendations are offered by the present counseling staff of the senior high school pursuant to the data revealed by the survey of former graduates. The relatively large number of subjects who "did not seek" services from the school counselors has led to a new attitude toward increased developmental counseling as opposed to the present demand counseling approach in existence at the high school. Rather than decree that all counselors do one or the other, it was felt that each should adapt himself to some combination as well as he can. Not all counselors are equally confident in their ability to successfully conduct a developmental counseling program. However, all are concerned about the implications of these data.

One related problem is the press for time which may not be available. Certainly, a systematic attempt to provide equal services on a minimal basis to roughly 300 students per counselor will consume much time. Concurrently, efforts to provide counseling service upon demand by students in need will suffer if appointment books are filled with planned interviews. These problems have been discussed but not necessarily solved.

The counseling staff feels that better use of clerical staff, teaching staff, and data processing equipment must be made in order to reduce the amount of counselor time spent on such tasks as scheduling, paper work, graduation requirements and the like. Rather than having the accomplishment of these tasks rely on such a small group of people, more cooperation is needed from administration, teachers and support personnel.

Finally, if counselors are to be responsible for certain administrative concerns (i.e. schedule changes), and need to be efficient relative to time usage, they should be delegated more executive decision-making powers. At present all decisions of this nature must be cleared by the high school principal, thus creating a road block because of the time involved in waiting for a decision.

Survey of Present Senior High School Student Guidance Awareness, Aspirations, and Plans

Introduction

As indicated in the title of this section, the purpose of this survey was twofold: 1) to acquire information about the attitudes existent among the present high school students relative to guidance counseling and 2) to gather information about the aspirations and plans of the same students for use in future program development.

The committee involved in the creation of this survey consisted of Mrs. Johnston, Mr. Nixon, Mr. Read, and Doctor Baker. Originally, a single instrument was considered for junior and senior high school students. However, this idea was abandoned in favor of separate instruments for each of the two levels. The first instrument developed by this committee was administered to a pilot sample of thirty senior high school students who also evaluated the test's structure. As a result of this pilot study, Miss Farrell, Mr. Faris, Mr. Lutz, Mr. Snyder, and Doctor Baker revised the first form into that which was used in the survey and which is found at the end of this section.

The sample for this survey consisted of those students attending classes where the survey was conducted on the target date. The resultant total sample was 1311 (665 males, 646 females; 547 10th graders, 490 11th graders, 289 12th graders).

STATE COLLEGE AREA SCHOOL DISTRICT

Counseling and Guidance Department

SENIOR HIGH SCHOOL GUIDANCE AWARENESS SURVEY

The purpose of this survey is twofold: 1. to allow you to help evaluate your present counseling and guidance staff and 2. to learn more about your own future plans. You can help by being thoughtful, fair and honest.

Grade level: _____ Sex (check one) Female _____ Male _____

Directions: When you answer questions a through bb, be sure to remember the general question, "Does your counselor do these things?" Choose only one answer for each statement (Yes, No, or Not their responsibility).

Does your school counselor do these things?

	Yes	No	Not their responsibility
a. Help you learn how to study.	(01) _____	(02) _____	(03) _____
b. Help you become acquainted with the school (the building, the rules, courses, etc.).	(04) _____	(05) _____	(06) _____
c. Help you to plan school programs and courses.	(07) _____	(08) _____	(09) _____
d. Help you plan for education after high school.	(10) _____	(11) _____	(12) _____
e. Help you to learn of ways to finance your education.	(13) _____	(14) _____	(15) _____
f. Working mostly with college bound students.	(16) _____	(17) _____	(18) _____
g. Help you to plan for careers after high school.	(19) _____	(20) _____	(21) _____
h. Help you to find a job when you leave high school.	(22) _____	(23) _____	(24) _____
i. Help you to get part time jobs while in high school, if you so wish.	(25) _____	(26) _____	(27) _____
j. Help you to find out how to qualify for jobs you would like to have.	(28) _____	(29) _____	(30) _____
k. Help you to learn about different jobs.	(31) _____	(32) _____	(33) _____
l. Help you to learn how to get along better with others.	(34) _____	(35) _____	(36) _____
m. Attempt to help you to solve personal problems.	(37) _____	(38) _____	(39) _____

Does your school counselor do these things?	Yes	No	Not their responsibility
n. Help you find out how to get along better with teachers.	(40) ____	(41) ____	(42) ____
o. Discuss interpersonal relations with you.	(43) ____	(44) ____	(45) ____
p. Discipline you when you are in trouble.	(46) ____	(47) ____	(48) ____
q. Try to help you if you are in trouble.	(49) ____	(50) ____	(51) ____
r. Give and explain to you tests which measure your ability to do school work.	(52) ____	(53) ____	(54) ____
s. Give and explain to you tests that tell your interests.	(55) ____	(56) ____	(57) ____
t. Give and explain to you tests that measure special skills and talents (e.g. mechanical, artistic, etc.).	(58) ____	(59) ____	(60) ____
u. Give and explain to you tests that measure how much you know about school subjects.	(61) ____	(62) ____	(63) ____
v. Keep your records.	(64) ____	(65) ____	(66) ____
w. Help you and your parents understand each other better.	(67) ____	(68) ____	(69) ____
x. Refer you to places outside of school for special help, if necessary (e.g. medical, psychological, etc.).	(70) ____	(71) ____	(72) ____
y. Holds group meetings to discuss problems, school regulations, or other topics.	(73) ____	(74) ____	(75) ____
z. Is interested in and concerned about what you have to say.	(76) ____	(77) ____	(78) ____
aa. Is someone you can trust not to repeat what you told him/her.	(79) ____	(80) ____	(81) ____
bb. Is around when you need him/her.	(82) ____	(83) ____	(84) ____

The following is a list of things counselors do. Check the three you believe the counselors in your school spend most of their time doing.

a. Talking to students individually ..... _____ (85)

b. Meeting with students in groups ..... _____ (86)

c. Giving tests ..... _____ (87)

d. Working with parents ..... _____ (88)

e. Meeting with teachers ..... _____ (89)

f. Writing transcripts for colleges and recommendations for jobs ..... _____ (90)

g. Keeping the school records up-to-date ..... _____ (91)

h. Attending meetings outside the school ..... _____ (92)

In the spaces provided below, feel free to comment on the overall effectiveness of the guidance and counseling program at State College Area Senior High School.

Strong Points:

Weaknesses:

Suggested Improvements:

STUDENT ASPIRATIONS AND PLANS

Please check one of the following: After high school, I would like to .....

a. get a job ..... _____ (93)
b. continue in the job where I am presently working. _____ (94)
c. enlist in the armed forces ..... _____ (95)
d. attend a college or university ..... _____ (96)
e. attend a junior college ..... _____ (97)
f. attend a business school ..... _____ (98)
g. attend a trade or technical school ..... _____ (99)
h. enroll in a nursing program ..... _____(100)
i. undecided ..... _____(101)
j. other ..... _____(102)

Please specify: _____

_____

_____

How much chance do you feel there is that you will pursue your plans checked above? (Use check mark.)

a. Almost certainly will ..... _____(103)
b. Pretty good, but not quite certain ..... _____(104)
c. Chances are about 50-50 ..... _____(105)
d. Probably won't ..... _____(106)
e. Very little chance ..... _____(107)

If you would like to get a job or to attend school after graduation from high school, which of the following reasons seems to interfere the most? (Use check mark.)

a. Don't want to move away ..... _____(108)
b. Don't know what to do ..... _____(109)
c. Don't know how to get information ..... _____(110)
d. Grades ..... _____(111)
e. Wages ..... _____(112)
f. Health ..... _____(113)
g. Lack of ability ..... _____(114)
h. Lack of ambition ..... _____(115)
i. Lack of money ..... _____(116)
j. Others (Please specify below.) ..... _____(117)

_____

_____

Findings and Discussion

Table 19 presents the information acquired from the respondents relative to a series of questions (a through bb) which evaluated the services offered by the present guidance counseling staff at the senior high school. Since responses to some questions did appear to have noticeable variance across grade levels or by sex, totals were presented in these categories for examination by interested parties.

Viewing the results for the entire student sample, certain observations come to mind. Several functions described in the inventory items were not throught of as appropriate jobs for counselors to perform. Those items receiving twenty percent or more of the student responses were: 1) help you learn how to study (54%); 2) help you find a job when you leave high school (41%); 3) help you and your parents understand each other better (39%); 4) discipline you when you are in trouble (38%); 5) help you to get part time jobs when you are in high school, if you wish (30%); 6) help you learn how to get along better with others (28%); and 7) refer you to places outside of school for special help, if necessary (20%). Of the remaining twenty-one functions alluded to by particular inventory items, seventeen revealed less than ten percent of the sample who felt that these functions were not the counselor's job.

Whether or not the counselor performs the inventoried functions is the thrust of the "Yes" and "No" data columns. Those functions receiving "Yes" responses by at least a simple majority of the respondents were: 1) keeps your records (86%); 2) help you plan school programs and courses (82%); 3) is interested in and concerned about what you have to say (79%); 4) help you plan for education after high school (76%); 5) is someone you can trust not to repeat what you told him/her (74%); 6) help you plan for careers after high school (72%); 7) help you learn about different jobs (70%); 8) try to help you if you are in trouble (70%); 9) help you to find out how to qualify for jobs you would like to have (67%); 10) is around when you need him/her (66%); 11) give and explain to you tests that tell your interests (65%); 12) help you become acquainted with the school (64%); 13) give and explain to you tests which measure your ability to do school work (63%); 14) give and explain to you tests that measure how much you know about school subjects (59%); 15) give and explain to you tests that measure special skills and talents (58%); and 16) attempt to help you solve personal problems (57%).

Only one function received a majority of the responses in the "No" column. The way this question was worded, a "No" answer was actually favorable if the guidance counselors do not want to be viewed as serving only the "college bound" students. Seventy-six percent responded "No" to the item: "Working mostly with college bound students."

The functions which received a higher percentage of responses in the "No" column than in the "Yes" or "Not his job" columns were as follows: 1) help you to learn ways to finance your education (45%); 2) discuss interpersonal relations with you (44%); 3) refer you to places outside of school for special help (43%) (note: twenty percent thought that this was not the counselor's job); 4) discipline you when you are in trouble (40%) (note: thirty-eight percent thought this was not the counselor's job); and 5) help you learn how to get along better with others (38%) (note: thirty percent thought this was not the counselor's job).

Table 19

Subject Responses to Questions A through BB on the Senior High School Awareness Survey:
Grade Totals, Sex Totals, and Sample Total

Question	Grade 10 N=547			Grade 11 N=490			Grade 12 N=289			Male N=646			Female			Entire Sample					
	Yes	No	Not Job	Yes	No	Not Job	Yes	No	Not Job	Yes	No	Not Job	Yes	No	Not Job	Yes	%	No	%	Not Job	%
A	82	179	281	39	161	281	32	102	143	83	220	333	70	222	372	153	.12	442	.34	705	.54
B	354	125	64	310	130	44	171	87	22	391	172	76	444	170	54	835	.64	342	.26	130	.10
C	467	70	8	392	87	8	222	54	9	503	117	21	578	94	4	1081	.82	211	.16	25	.02
D	433	96	16	350	112	20	209	68	3	472	138	23	520	138	16	992	.76	276	.21	39	.03
E	207	236	96	184	220	74	124	123	29	227	284	120	288	295	79	515	.40	579	.45	199	.15
F	92	421	24	97	338	27	51	186	10	126	450	39	114	495	22	240	.19	945	.76	61	.05
G	439	78	25	329	123	33	166	98	9	445	148	40	489	151	27	934	.72	299	.23	67	.05
H	181	165	191	96	143	230	45	125	94	159	195	263	163	238	252	322	.25	433	.34	515	.41
I	296	141	101	156	144	174	70	106	90	226	196	205	296	195	160	522	.41	391	.31	365	.28
J	423	84	35	296	141	39	147	99	24	424	150	55	442	174	43	866	.67	324	.25	98	.08
K	436	74	33	314	122	43	150	91	28	443	134	54	457	153	50	900	.70	287	.22	104	.08
L	192	191	158	142	190	142	78	106	91	218	230	183	194	257	208	412	.32	487	.38	391	.30
M	316	139	90	280	125	70	144	75	53	359	170	105	381	169	108	740	.57	339	.26	213	.17
N	285	206	52	231	193	51	120	112	37	307	246	75	329	265	65	636	.49	511	.40	140	.11
O	197	228	114	170	206	96	88	124	56	215	283	129	240	275	137	455	.36	558	.44	266	.21
P	125	211	202	103	196	173	50	111	105	131	263	230	147	255	250	278	.22	518	.40	480	.38
Q	409	103	30	315	129	29	166	78	18	417	165	39	473	145	38	890	.70	310	.24	77	.06
R	371	131	40	279	157	35	158	103	10	390	187	48	418	204	37	808	.63	391	.30	85	.07
S	403	113	27	292	158	25	143	116	11	406	189	33	432	198	30	838	.65	387	.30	63	.05
T	366	145	30	259	185	25	111	133	18	351	229	41	385	234	32	736	.58	463	.36	73	.06
U	371	143	30	257	180	36	128	121	16	360	227	41	396	217	41	756	.59	444	.35	82	.06
V	432	59	45	408	35	32	258	8	2	522	53	49	576	49	30	1098	.86	102	.08	79	.06
W	133	197	207	85	197	185	51	117	99	128	254	238	141	257	253	269	.21	511	.40	491	.39
X	211	212	110	157	204	101	96	121	35	215	273	121	249	264	125	464	.37	537	.43	246	.20
Y	278	217	41	221	214	28	121	118	21	285	273	53	335	276	37	620	.49	549	.44	90	.07
Z	440	82	17	356	100	11	211	54	4	487	119	18	520	117	14	1007	.79	236	.18	32	.03
AA	393	117	24	332	107	19	193	54	6	452	124	32	466	154	17	918	.74	278	.22	49	.04
BB	387	130	16	271	175	11	163	90	2	406	183	18	415	212	11	821	.66	395	.32	29	.02

Table 20 reveals the respondents' perception relative to what they view the counselors in the senior high doing with their time. Most often counselors are viewed as seeing students individually. Record keeping and writing transcripts rank second and third. Meeting with teachers and meeting with students in groups follow closely behind. Attending meetings outside of school, giving tests and working with parents drew the least number of student responses.

Table 20

Summary of Present High School Students' Opinion of Counselor Time Use

Item	N	Rank
A. Talking to students individually.	1145	1
B. Meeting with students in groups.	415	5
C. Giving tests.	224	7
D. Working with parents.	163	8
E. Meeting with teachers.	445	4
F. Writing transcripts and job recommendations.	482	3
G. Keeping school records up-to-date.	618	2
H. Attending meetings outside the school.	284	6

Tables 21, 22 , and 23 deal with information which concerns itself with the aspirations and plans of the present senior high students. The majority of students across all classes see themselves attending a college or university. A distant second choice across all classes is getting a job. Third ranking among tenth and eleventh graders, but not seniors, is "undecided". The remaining choices have a relatively small number of respondents.

Table 21

Summary of Present High School Students' Post-High School Plans

Aspirations	10	11	12	Total
A. Get a job.	93	90	44	227
B. Continue in job where presently working.	14	26	23	63
C. Enlist in armed forces.	24	33	12	69
D. Attend college or university.	309	257	184	750
E. Attend junior college.	11	14	4	29
F. Attend business school.	15	14	4	33
G. Attend trade or technical school.	13	19	15	47
H. Enroll in a nursing program.	11	7	8	26
I. Undecided.	46	41	14	101
J. Other.	24	14	8	46
	560	515	316	1391

Table 22 offers an estimate of the respondents' certainty level. A vast majority feel that there is at least a 50-50 chance of their achieving their goal. A majority are almost certain.

Table 22

Estimate by Present High School Students as to How Much Chance They Feel Exists That They Will Pursue Plans Designated in Table 21

Choice	10	11	12	Total
A. Almost certain.	310	250	214	774
B. Pretty good, not quite certain.	119	133	34	286
C. About 50-50.	54	48	11	113
D. Probably won't.	7	6	3	16
E. Very little.	10	5	0	15
	500	442	262	1204

Information offered concerning chief sources of concern relative to interference with the student goals is presented in Table 23 . Lack of knowledge about what to do, lack of money, and grades seem to cause the greatest amount of concern. Interestingly, some of the more rare choices (don't want to move and lack ambition) have enough respondents to offer counselors food for thought.

Table 23

Opinion of Present High School Students as to What May Possibly Interfere Most With Their Getting a Job or Attending School After Graduation

Reason	10	11	12	Total
A. Don't want to move away.	42	41	18	101
B. Don't know what to do.	115	106	47	268
C. Don't know how to get information.	54	32	11	97
D. Grades.	89	98	20	207
E. Wages.	25	21	13	59
F. Health.	5	5	4	14
G. Lack of ability.	20	17	9	46
H. Lack of ambition.	32	37	25	94
I. Lack of money.	81	86	65	232
J. Others.	62	35	30	127
	525	478	242	1245

Recommendations

The following recommendations have been offered by the senior high school guidance counselors after they had perused both the data summarized in the tables and the written comments on the surveys. Compared to results on surveys taken in other years and from the survey of former graduates, the results of this survey, although certainly not an acclamation of perfection, are more positive.

Perhaps the major recommendation developing from this survey is that the present senior high guidance staff make a concerted effort to be more efficient in its time usage. This efficiency needs to be viewed from a dual perspective: 1) each counselor by himself; and 2) the entire staff as a group.

Among the more specific suggestions associated with this general recommendation certain thoughts stand out. 1) There is an apparent need to consider a more systematic approach to personal contact with all students rather than relying on students to seek out counselors. 2) If any additional manpower is to be requested at this time, it will be in the form of student aides or work-study candidates in order to help the secretary-receptionist and to reduce the amount of clerical work bogging down the counselors. 3) Reevaluate the role of the paraprofessional relative to what she was trained to do asking questions about proper utilization of her capabilities. 4) Incorporate the five student interns from Penn State into the present programs in a more thorough manner. 5) Expand on the present usage of the Career Resource Center which received numerous positive comments from the survey respondents.

Junior High School Follow-Up Survey

Introduction

Those subjects inventoried by this survey were students presently attending the tenth grade in senior high school who attended one of the two local junior high schools last year (Park Forest or Westerly Parkway). Members of the committee which created this survey were Mrs. Arisman, Mrs. Gwiazdowski and Doctor Baker. The content of this survey consisted of items which attempted to survey attitudes toward the junior high guidance program which are held by students who have recently attended but are no longer in attendance. A total of 362 subjects were surveyed of which 197 had attended Park Forest and 165 Westerly Parkway. For some reason approximately 200 eligible tenth graders were not surveyed.

STATE COLLEGE AREA SCHOOL DISTRICT

Counseling and Guidance Department

JUNIOR HIGH SCHOOL FOLLOW-UP SURVEY

What is the name of the junior high school you attended last year?

_____

For each of the following items please check the degree of help you thought the junior high school counselors were to you.

(Example: a. Selecting courses. They provided much help here, so you check "Much".)

	Much	Some	Little	Did not seek this service.
a. Selecting courses.	_____ (01)	_____ (02)	_____ (03)	_____ (04)
b. Understanding your abilities.	_____ (05)	_____ (06)	_____ (07)	_____ (08)
c. Understanding your interests.	_____ (09)	_____ (10)	_____ (11)	_____ (12)
d. Understanding your values.	_____ (13)	_____ (14)	_____ (15)	_____ (16)
e. Solving a problem within your family.	_____ (17)	_____ (18)	_____ (19)	_____ (20)
f. Solving a problem with another student.	_____ (21)	_____ (22)	_____ (23)	_____ (24)
g. Solving a problem with a teacher.	_____ (25)	_____ (26)	_____ (27)	_____ (28)
h. Changing a class.	_____ (29)	_____ (30)	_____ (31)	_____ (32)
i. Considering possible vocations (i.e. careers, jobs, job training, schooling, etc.).	_____ (33)	_____ (34)	_____ (35)	_____ (36)
j. Solving problems with school work.	_____ (37)	_____ (38)	_____ (39)	_____ (40)
k. Helping you to do a better job of making decisions.	_____ (41)	_____ (42)	_____ (43)	_____ (44)
l. Others. (Please specify below.)				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

In junior high school did you meet with your counselor: (Check as many as you wish.)

in an individual conference? _____ (45)

in a small group session? _____ (46)

in a classroom? _____ (47)

Did you feel free to contact your junior high school counselor? (check one) Yes _____ (48)
No _____ (49)

Did you feel that the guidance services in junior high school were of help to you? (check one) Yes _____ (50)
No _____ (51)

Use the remaining space on this survey to answer the following questions:

1. What did you like best about the counseling and guidance services at your junior high school?

2. What did you like least about the counseling and guidance services at your junior high school?

Findings and Discussion

Questions a through l ask the respondent to evaluate the services generally offered by the junior high guidance counselors. Table 24 presents the results of this section of the inventory. In general, the results for both junior high schools were quite similar. Differences that one might think make a difference are found between the two schools in the percentage of students who did not seek the counseling services to understand their abilities (PF=41%, WP=25%); to understand their interests (PF=39%, WP=25%); to solve a problem with a teacher (PF=63%, WP=55%); to change a class (PF=54%, WP=69%); and to consider possible vocations (PF=44%, WP=32%).

Apparently, most of the differences of any size (greater than 10 percentile points) occurred between the two schools in the "did not seek" category. The only difference of greater than ten percentile points in other than the "did not seek" category was in the "much" category for changing a class (PF=23%, WP=11%).

Such being the case, the remaining observations are based upon data found in the "total" columns (combined results for both junior high schools). In every item, save one (understanding your interests), the highest percentage of respondents was in the "did not seek" category. The range was 32% (understanding your interests) to 87% (solving a problem within your family) with a median of 60% (solving a problem with a teacher).

In all cases except one (changing a class) the lowest percentage of responses was in the "much" help column. The range was 2% (solving a problem within the family, solving a problem with another student, and doing a better job of decision making) to 17% (changing a class) with a median of 7% (solving a problem with a teacher).

Relative to the "some" help and "little" help columns, in seven of the eleven items the "some" help choice received a higher percentage of responses than the "little" help choice. The four exceptions were "understanding your values, solving a problem within your family, solving a problem with a teacher, and helping to do a better job of decision making."

It appears that the highest percentage of the present tenth graders who responded to this survey do not recall seeking the services of the junior high counselors. This varies somewhat according to the particular service being offered: selecting courses, understanding abilities and interests, and considering possible vocations being the services most often sought. Among those respondents who received counselor help, the rating of this help was most often "some" help and least often "much" help.

TABLE 24

Summary of Former Junior High School Student Response to Survey Items Seeking Evaluations of the Junior High Guidance Counseling Program

*PF=Park Forest (N=197); WP=Westerly Pkwy (N=165); Tot.=Total (N=362)	Response Categories																	
	Much						Some						Little				Not Used					
Survey Item	*PF	%	*WP	%	*Tot.	%	PF	%	WP	%	Tot.	%	PF	%	WP	%	Tot.	%	PF	%	WP	%	Tot.	%
A. Selecting courses.	26	.13	17	.10	43	.12	66	.34	53	.32	119	.33	31	.16	35	.21	66	.18	74	.37	59	.37	133	.37
B. Understanding your abilities.	18	.09	17	.10	35	.10	52	.26	59	.36	111	.31	47	.24	47	.29	94	.26	80	.41	41	.25	121	.33
C. Understanding your interests.	17	.09	23	.14	40	.11	57	.29	56	.34	113	.32	44	.23	44	.27	88	.25	76	.39	41	.25	117	.32
D. Understanding your values.	12	.06	7	.04	19	.05	32	.17	31	.19	63	.18	45	.24	48	.30	93	.26	102	.53	74	.47	176	.51
E. Solving a problem within your family.	7	.04	1	.01	8	.02	11	.06	6	.04	17	.05	14	.07	9	.05	23	.06	163	.83	148	.90	311	.87
F. Solving a problem with another student.	6	.03	2	.01	8	.02	18	.09	12	.07	30	.08	13	.07	13	.08	26	.07	160	.81	137	.84	297	.83
G. Solving a problem with a teacher.	16	.08	10	.06	26	.07	27	.14	24	.15	51	.14	30	.15	38	.24	68	.19	122	.63	89	.55	211	.60
H. Changing a class.	45	.23	17	.11	62	.17	24	.12	18	.11	42	.12	21	.11	14	.09	35	.10	105	.54	112	.69	217	.61
I. Considering possible vocations.	22	.11	20	.12	42	.12	53	.27	49	.30	102	.29	34	.18	43	.26	77	.22	85	.44	51	.32	136	.37
J. Solving problems with school work.	14	.07	6	.04	20	.06	23	.12	28	.17	51	.14	16	.08	18	.11	34	.09	143	.73	113	.68	256	.71
K. Helping do better job decision making.	4	.02	2	.01	6	.02	19	.10	14	.09	33	.09	32	.17	35	.21	67	.19	133	.71	113	.69	246	.70

Table 25 presents a summary of the respondent recollection of the type of contact, if any, they remembered having with the counselor. There was a difference between the two junior high schools. A greater number of Park Forest students, although only slightly so, remembered contacting their counselors in a classroom environment. On the other hand, the former Westerly Parkway students remembered contacts with their counselors in individual conferences to the greatest degree.

TABLE 25

Summary of Type of Student-Counselor Contact Remembered, If Any--Former Junior High Students

	Totals		
	PF	WP	Total
Individual conference	138	147	285
Small group session	75	75	150
Classroom	149	103	252

The data presented in Table 26 seem encouraging. A relatively large majority of the respondents (better than 80%) felt free to contact the junior high counselor. Over sixty percent felt that the guidance services were of some help. Apparently, the relatively large number of "non-seekers" of the guidance services see them to be there if desired but, for one reason or another, do not use them. In addition, the majority of the students who use the services think they are helpful. However, the rating of that help is not necessarily "much" nor even "some" at times.

TABLE 26

Summary of Evaluations of Availability of Counselors and of Helpfulness Perceived in Guidance Services--Former Junior High Students

	Totals					
	PF		WP		Total	
Item	Yes	No	Yes	No	Yes	No
Did you feel free to contact your junior high counselor?	167	26	135	27	302	53
Did you feel that the guidance services were of help to you?	115	71	104	54	219	125

Recommendations

Westerly Parkway

Although the results of this survey were informative, nothing was indicated that generated any surprises. As a result, no recommendations were developed from this survey.

Park Forest

Results of the survey seem to reflect the present philosophy and practice of this guidance staff which is a demand or need counseling service to individuals and a developmental program at the group and classroom level. These results did rekindle the issue of a more systematic developmental program at the individual level. At present, this issue has not been resolved. Any changes create problems relative to time-use priorities. Should present programs be cut back in order to introduce changes? The general tenor of the written comments provides considerable support for leaving the present program the way it is.

Results in Table 24 relative to the items dealing with decision making, problem solving, considering careers, and understanding values, interests, and abilities reinforce future plans to supplement the present career education unit model (i.e. follow-up programs such as individual counseling, simulated applications, etc.).

Junior High Guidance Awareness Survey

Introduction

Originally, this survey was designed for all secondary students. It included questions related to present awareness of the guidance and counseling services as well as some related to future aspirations and plans. In other words, the same survey was to be given to students in grades 7--12. Members of the committee which created the original instrument were Mr. Read, Mrs. Johnston, Mr. Nixon, and Doctor Baker (present student awareness) and Mr. Faris, Mr. Snyder, Mr. Read, Mr. Lutz, Miss Farrell, Miss Borden, Mrs. Kissinger and Doctor Baker (student aspirations and plans).

Eventually, the decision to have separate surveys at the junior and senior high levels was made because of noticeable differences in the programs. As a result, the junior high counselors (Mrs. Arisman, Miss Borden, Mr. Fonda, Mrs. Gwiazdowski, Mr. Nixon, and Mr. Schroeder) and Doctor Baker revised the original committee's survey developing that one which appears at the end of this section.

The survey was presented to students at the two junior high schools with arrangements being made between the counselors and administration. Westerly Parkway Junior High surveyed the eighth grade class (N=275) and the ninth grade class (N=292). Those surveyed were students present and attending on the day the survey was administered (N=567).

Park Forest Junior High School presented the survey to the seventh grade (N=342), the eighth grade (N=361), and the ninth grade (N=289). As in the case of Westerly Parkway, the counselors arranged for the testing through the school administrators, and the students who were in attendance on the day the survey was administered were the sub-sample subjects (N=992). Thus, the total number of subjects in the two sub-samples was 1559.

STATE COLLEGE AREA SCHOOL DISTRICT

Counseling and Guidance Department

JUNIOR HIGH GUIDANCE AWARENESS SURVEY

Junior high school presently attending _____ Grade _____

Sex (check one) Female _____

Male _____

Directions: In this part of the survey, you are presented with a series of statements which are located in the middle of the page. On the right and left hand sides of these statements are columns of blanks under the headings "Yes" or "No". Each side represents a different question which is stated at the top of the columns. For every individual statement you should reply with either a "Yes" or "No" answer on each side.

Do you want your school counselor to help you by doing the following things?			Does your school counselor do these things?	
Yes	No		Yes	No
(01) _____	(02) _____	a. Help you learn how to study	(03) _____	(04) _____
(05) _____	(06) _____	b. Help you become acquainted with the school (the building, the rules, courses, etc.)	(07) _____	(08) _____
(09) _____	(10) _____	c. Help you plan your school program and courses.	(11) _____	(12) _____
(13) _____	(14) _____	d. Meet with you periodically to see how you are doing.	(15) _____	(16) _____
(17) _____	(18) _____	e. Help you to learn about different jobs (careers).	(19) _____	(20) _____
(21) _____	(22) _____	f. Help you learn how to get along better with others.	(23) _____	(24) _____
(25) _____	(26) _____	g. Help you with personal problems.	(27) _____	(28) _____
(29) _____	(30) _____	h. Help you find out how to get along better with teachers.	(31) _____	(32) _____
(33) _____	(34) _____	i. Keep your school records.	(35) _____	(36) _____
(37) _____	(38) _____	j. Give you standardized tests.	(39) _____	(40) _____
(41) _____	(42) _____	k. Interpret your standardized test results.	(43) _____	(44) _____
(45) _____	(46) _____	l. Help you become more aware of your abilities.	(47) _____	(48) _____
(49) _____	(50) _____	m. Help you become more aware of your interests.	(51) _____	(52) _____
(53) _____	(54) _____	n. Hold group meetings to discuss problems, school regulations, or other topics.	(55) _____	(56) _____
(57) _____	(58) _____	o. Be interested in what you have to say.	(59) _____	(60) _____
(61) _____	(62) _____	p. Be someone you can trust not to repeat what you told him/her.	(63) _____	(64) _____

Do you want your school counselor to help you by doing the following things?			Does your school counselor do these things?	
(65) _____	(66) _____	q. Be available when you need him/her.	(67) _____	(68) _____

Directions: Below is a list of some things counselors do. Check the three you believe your counselor does most frequently.

69. Talking to students individually	(69) _____
70. Talking with students in groups.	(70) _____
71. Giving tests.	(71) _____
72. Talking with parents.	(72) _____
73. Talking with teachers and administrators.	(73) _____
74. Keeping your school records up-to-date.	(74) _____

Directions: Use the remaining space on this survey (back side also) to answer the following questions.

a. What do you like best about the guidance and counseling services in your junior high school?

b. What do you like least about the guidance and counseling services in your junior high school?

Findings and Discussion

Table 27 presents the data generated by survey items A through Q. This section of the survey asks the respondents to give their attitude relative to whether counselors should perform certain functions, and whether they are or are not viewed as presently performing the same. As the table reveals differences in the results for the two junior high schools, each is dealt with separately in this section.

TABLE 27

Summary of Subject Responses to Questions A through Q on the Junior High Guidance Awareness Survey

KEY		Westerly Parkway						Park Forest								Grand Total	
Should Do		Grade 8		Grade 9		Total		Grade 7		Grade 8		Grade 9		Total			
1 Yes																	
2 No																	
Does Do																	
3 Yes																	
4 No		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	A. Help you learn how to study.																
1	Yes	75	.25	68	.25	143	.25	96	.28	161	.45	97	.34	354	.36	497	.32
2	No	198	.75	222	.75	420	.75	245	.72	200	.55	192	.66	637	.64	1057	.68
3	Yes	40	.15	45	.16	85	.15	118	.35	203	.57	70	.24	391	.40	476	.31
4	No	234	.85	245	.84	479	.85	220	.65	155	.43	218	.76	593	.60	1072	.69
	B. Help you become acquainted with the school.																
1	Yes	139	.52	158	.55	297	.53	198	.58	238	.66	195	.68	631	.64	928	.60
2	No	131	.48	132	.45	263	.47	141	.42	121	.34	94	.32	356	.36	619	.40
3	Yes	198	.72	194	.67	392	.70	211	.62	246	.68	210	.73	667	.68	1059	.69
4	No	76	.28	95	.33	171	.30	127	.38	114	.32	76	.27	317	.32	488	.31
	C. Help you plan your school program and courses.																
1	Yes	181	.66	226	.78	407	.72	158	.47	249	.70	236	.82	643	.65	1050	.68
2	No	94	.34	65	.22	159	.43	181	.53	109	.30	52	.18	342	.35	501	.32
3	Yes	170	.63	211	.73	381	.68	196	.58	226	.63	231	.80	653	.66	1034	.67
4	No	102	.37	77	.27	179	.32	145	.42	133	.37	58	.20	336	.34	515	.33
	D. Meet with you periodically to see how you are doing.																
1	Yes	169	.62	201	.69	370	.66	160	.47	158	.44	147	.51	465	.47	835	.54
2	No	103	.38	89	.31	192	.34	179	.53	199	.56	141	.49	519	.53	711	.46
3	Yes	196	.71	214	.74	410	.73	108	.32	93	.26	76	.26	277	.28	687	.44
4	No	79	.29	75	.26	154	.27	232	.68	266	.74	212	.74	710	.72	864	.56
	E. Help you to learn about different jobs (careers).																
1	Yes	179	.65	246	.85	425	.75	173	.51	276	.77	250	.87	699	.71	1124	.73
2	No	95	.35	44	.15	139	.25	166	.49	81	.23	38	.13	285	.29	424	.27
3	Yes	146	.53	261	.91	407	.72	114	.34	207	.58	266	.92	587	.60	994	.65
4	No	128	.47	27	.09	155	.28	222	.66	148	.42	22	.08	392	.40	547	.35
	F. Help you learn how to get along better with others.																
1	Yes	90	.33	82	.29	172	.31	146	.44	161	.45	105	.37	412	.42	584	.38
2	No	183	.67	206	.71	389	.69	190	.56	198	.55	183	.63	571	.58	960	.62
3	Yes	95	.35	77	.27	172	.31	150	.45	110	.31	69	.24	329	.34	501	.33
4	No	176	.65	212	.73	388	.69	186	.55	245	.69	218	.76	649	.66	1037	.67

KEY Should Do 1 Yes 2 No Does Do 3 Yes 4 No		Westerly Parkway						Park Forest								Grand Total	
		Grade 8		Grade 9		Total		Grade 7		Grade 8		Grade 9		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	G.	Help you with personal problems.															
1	Yes	121	.44	108	.37	229	.41	164	.48	193	.54	154	.54	511	.52	740	.48
2	No	153	.56	182	.63	335	.59	176	.52	165	.46	133	.46	474	.48	809	.52
3	Yes	158	.58	132	.46	290	.52	181	.54	199	.56	179	.62	559	.57	849	.55
4	No	115	.42	155	.54	270	.48	157	.46	159	.44	109	.38	425	.43	695	.45
	H.	Help you find out how to get along better with teachers.															
1	Yes	146	.53	131	.46	277	.49	197	.58	226	.64	143	.50	566	.58	843	.55
2	No	128	.47	157	.54	285	.51	141	.42	130	.36	142	.50	413	.42	698	.45
3	Yes	110	.40	103	.36	213	.38	178	.53	168	.48	125	.44	471	.48	684	.45
4	No	162	.60	185	.64	347	.62	160	.47	186	.52	160	.56	506	.52	853	.55
	I.	Keep your school records.															
1	Yes	199	.73	229	.80	428	.76	207	.62	261	.73	227	.79	695	.71	1123	.73
2	No	73	.27	59	.20	132	.24	129	.38	95	.27	60	.21	284	.29	416	.27
3	Yes	210	.72	243	.86	453	.82	222	.66	294	.82	264	.92	780	.80	1233	.80
4	No	62	.28	39	.14	101	.18	112	.34	63	.18	24	.08	199	.20	300	.20
	J.	Give you standardized tests.															
1	Yes	65	.24	114	.40	179	.32	109	.32	128	.36	110	.39	347	.35	526	.34
2	No	208	.76	172	.60	380	.68	230	.68	229	.64	176	.61	635	.65	1015	.66
3	Yes	128	.47	226	.79	354	.63	243	.72	261	.73	265	.92	769	.78	1123	.73
4	No	144	.53	60	.21	204	.37	95	.28	95	.27	22	.08	212	.22	416	.27
	K.	Interpret your standardized test results.															
1	Yes	174	.64	216	.76	390	.70	205	.61	219	.61	210	.73	634	.65	1024	.66
2	No	97	.36	71	.24	168	.30	134	.39	139	.39	76	.27	349	.35	517	.34
3	Yes	83	.31	198	.70	281	.51	200	.60	184	.52	232	.84	616	.63	897	.59
4	No	187	.69	85	.30	272	.49	136	.40	170	.48	54	.16	360	.37	632	.41
	L.	Help you become more aware of your abilities.															
1	Yes	172	.63	226	.78	398	.71	214	.64	257	.72	234	.82	705	.73	1103	.72
2	No	101	.37	63	.22	164	.29	120	.36	98	.28	51	.18	269	.27	433	.28
3	Yes	102	.38	170	.59	272	.49	169	.51	162	.46	178	.62	509	.52	781	.51
4	No	168	.62	120	.41	288	.51	164	.49	192	.54	108	.38	464	.48	752	.49
	M.	Help you become more aware of your interests.															
1	Yes	161	.59	213	.74	374	.66	164	.48	207	.57	210	.73	581	.59	955	.62
2	No	113	.41	77	.26	190	.34	175	.52	154	.43	78	.27	407	.41	597	.38
3	Yes	111	.41	193	.67	304	.54	114	.34	115	.32	189	.66	418	.43	722	.47
4	No	162	.59	95	.33	257	.46	224	.66	242	.68	99	.34	565	.57	822	.53
	N.	Hold group meetings to discuss problems, school regulations, other topics.															
1	Yes	126	.46	149	.52	275	.49	155	.46	211	.59	147	.51	513	.52	788	.51
2	No	147	.54	141	.48	288	.51	184	.54	146	.41	141	.49	471	.48	759	.49
3	Yes	82	.30	91	.32	173	.31	137	.41	183	.52	119	.42	439	.45	612	.40
4	No	192	.70	198	.68	390	.69	200	.59	171	.48	168	.58	539	.55	929	.60
	O.	Be interested in what you have to say.															
1	Yes	218	.80	238	.82	456	.81	246	.72	298	.84	250	.88	794	.81	1250	.81
2	No	53	.20	53	.18	106	.19	95	.28	59	.16	35	.12	189	.19	295	.19
3	Yes	210	.76	219	.77	429	.77	233	.69	243	.68	211	.74	687	.70	1116	.72
4	No	65	.24	67	.23	132	.23	106	.31	115	.32	74	.26	295	.30	427	.28

KEY Should Do 1 Yes 2 No Does Do 3 Yes 4 No	Westerly Parkway						Park Forest								Grand Total	
	Grade 8		Grade 9		Total		Grade 7		Grade 8		Grade 9		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	P. Be someone you can trust not to repeat what you told him/her.															
1 Yes	242	.88	252	.87	494	.88	258	.76	310	.86	257	.90	825	.84	1319	.85
2 No	32	.12	38	.13	70	.12	81	.24	49	.14	30	.10	160	.16	230	.15
3 Yes	187	.69	219	.78	406	.73	235	.71	255	.73	221	.79	711	.74	1117	.74
4 No	85	.31	63	.22	148	.27	97	.29	96	.27	59	.21	252	.26	400	.26
	Q. Be available when you need him/her.															
1 Yes	250	.93	270	.93	520	.93	290	.86	326	.92	276	.96	892	.91	1412	.92
2 No	19	.07	19	.07	38	.07	48	.14	30	.08	12	.04	90	.09	128	.08
3 Yes	197	.73	226	.79	423	.76	234	.70	226	.64	183	.65	643	.66	1066	.70
4 No	74	.27	59	.21	133	.24	101	.30	129	.36	100	.35	330	.34	463	.30

Westerly Parkway

A. Many students who are doing poorly in school reject offers of help while others may wish to have help but are not readily identified. Also, WPJHS teachers have indicated that this is their responsibility.

B. We are perplexed that 70% said we do this but only 53% said we should do this. All of our students have received some orientation as sixth graders on tour in the spring, in seventh grade groups in the fall, or with us as new students during the year.

C. Apparently up to one third of our students do not want our help in planning their programs. It is surprising though that only 68% said we did this because last year we went into classrooms to discuss registration with all of the students.

D. Since we try to see each of our students at least once a year, it was a surprise that 27% of them said we don't. We may miss a few each year but certainly not that many.

E. The more positive results from the ninth grade indicate that our career unit does a fairly satisfactory job. Eighth grade results might now be higher as more students are coming to our C.R.C. during study halls.

F. We seem to be operating at the level of the students' expectations.

G. It is heartening to see that over half of our students feel we are helpful with personal problems or maybe they are only saying that we try because fewer students said that we should be doing this.

H. We try to deal with student-teacher concerns as the need arises but some students find it difficult or not worth the effort to change their behavior when the teacher's behavior won't change.

I. Many students are aware that we keep their permanent record folders as they are in our offices. They are also interested in (and sometimes impressed by) all of the data contained therein. Some students may have felt that "keeping" school records may imply that counselors do actual clerical work on records, which is not valid in our school.

J. Students may feel that this item refers to ability or achievement tests but not the DAT or Kuder Inventory. They may also not understand that we set up the mechanics for administering ability/achievement tests as a service for the coordinators. The much higher responses from ninth graders probably reflect that achievement tests, beginning with this school year, are only being given to ninth grade students at the junior high school level.

K. It must be noted that many students seem to be completely indifferent to this when an attempt is made. Eighth grade response was low, no doubt, due to the fact that interpretation of DAT and Kuder is not done until 9th grade (when we have the results). Much of this is done after our vocational unit in January which means more ninth graders would be aware of it now than when the survey was made.

L. This is an area in which students would like us to be more active. But too often when a counselor attempts this, especially if done for the purpose of motivation to bring academic achievement in line with ability, the counselee turns a deaf ear to us.

M. Again, the ninth graders are, perhaps, more aware that this is being done when we give the Kuder to them early in the school year. Also these results might be higher now that we have discussed this with most of our ninth graders than when the survey was taken. It obviously is important to us when we talk with counselees regarding their appropriate vocational choices.

N. At first glance these results seem discouraging as we do make a concerted effort in this area early in the year when we meet with all of our students in groups to discuss regulations, curriculum, and any problems which are of concern to them. However, as we hold these meetings in a classroom and not in our offices, students may not view them as a "group meeting". Admittedly, we at WPJHS are not particularly "group oriented" but we do meet with groups of our counselees when such meetings are desired or needed. We do not view low percentages here with any feeling of alarm or failure.

O. The percentages on both grade levels here are satisfying. Certainly 100% would be more gratifying, but few counselors reach

perfection and we can only continue to strive toward that goal.

P. It is pleasing to note that students feel counselors should be individuals who can be trusted not to repeat confidences given to them and that both 8th and 9th grade felt this way. It is also noteworthy that a higher percentage of 9th grade students sense that counselors can be trusted. (May we be bold and assume that having been associated with 9th graders over a longer period of time has strengthened this conclusion for them.)

Students seeking help from a counselor concerning a problem with a teacher often feel betrayed when the teacher mentions that he/she realizes said student has been to see the counselor. This is in spite of the fact that in discussing a problem, we ascertain if the student wants us to explore the matter with the teacher.

The whole scope of "confidentiality" needs constant review and care. It is, to say the least, a delicate area of concern where strengths need to be reinforced and weaknesses studied for possible improvement.

Q. The number of students who say that we are not available when they need us seems unduly large. Obviously we are not in our offices at all times but we have also described methods of contacting us to all of the groups that we meet in the fall.

Park Forest

A. It seems odd that the eighth graders have a better recollection of the study skills unit than did the seventh graders, as the seventh graders had an exposure more recently.

B. It is felt that many things that the guidance staff does relative to acquainting students with the school are not visible to the students. Since counselor influence is often indirect, students may not be in a good position to evaluate.

C. Results seem appropriate.

D. There is evidence of a demand for a more systematic approach to scheduling counselor-student interviews in order to allow both to become better acquainted. However, written comments on the questionnaires indicate that some students prefer a less structured approach.

E. The data mirror what was expected under the present conditions. Since students in the seventh and eighth grades seem to prefer more effort in this area, plans are being considered to implement the career unit activities with students other than ninth graders.

F. Results here are difficult to interpret.

G. Students who feel the need for counselor help with social problems seem to feel such help is being provided.

H. Results here are difficult to interpret.

I. A large percentage of students expect this function and see it being carried out.

J. A high percentage of students see counselors involved in standardized testing while an equally large percentage do not think that they should. However, written responses indicate a general negative attitude toward all testing throughout the student body. They seem to object to being tested by anyone, including counselors.

K. Results seem accurate. Even though students dislike being tested, they expect to be informed about the results when they are tested. A lack of information about results of tests administered to them in the past may have influenced the attitude espoused in item J responses.

L. There is some evidence of a desire to receive this service more than is presently achieved. Again, students may feel that they are not getting sufficient feedback about their test results.

M. The data relative to ninth grade is indicative of the apparent effect of the career unit as compared to grades where the unit is not offered. The seventh and eighth grade information supports efforts to move this activity into the seventh and eighth grades.

N. Not much information here. There seems to be uncertainty as to whether this is the counselor's role.

O. Student expectations of counselor interest are high and their observations are lower. However, the results still are favorable to counselors.

P. Student expectations of counselor trustworthiness are also high and their observations lower. Results still are favorable to counselors.

Q. Student expectations are very high. There is some evidence of concern about counselor availability. To what degree this can be solved with the present student/counselor ratio is questionable. The present staff is aware of this concern and feels that it is working on solutions.

Table 28 presents information depicting how students view counselor time use. Again, each school has responded individually. The Westerly Parkway counselors felt that this is a fairly accurate reflection of their intentions which place a definite emphasis on individual counseling. However, they do not feel that the student viewpoint relative to emphasis on keeping records up-to-date is entirely accurate. Perhaps it is overrated. The Park Forest counselors agreed with the data found in Table 28 and found no surprising revelations.

TABLE 28

Summary of Student Responses to the Item:
Check the Three Things You Think Your Counselor Does Most Frequently

Item	Westerly Parkway						Park Forest								Grand Total	
	8		9		Total		7		8		9		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
69. Talking to students individually	235	.29	253	.29	488	.29	238	.23	261	.24	209	.24	708	.24	1196	.25
70. Talking with students in groups	92	.11	100	.11	192	.11	137	.13	161	.15	109	.13	407	.14	599	.13
71. Giving tests	37	.05	87	.10	124	.08	176	.17	102	.09	176	.20	454	.15	678	.14
72. Talking with parents	100	.12	68	.08	168	.10	121	.13	136	.13	40	.05	297	.10	465	.10
73. Talking with teachers and administrators	188	.23	170	.20	358	.21	166	.16	218	.20	163	.19	547	.18	905	.19
74. Keeping your school records up-to-date	167	.20	192	.22	359	.21	181	.18	206	.19	173	.19	560	.19	919	.19

Westerly Parkway

1. Some students appear to like individual conferences and highly commend their usefulness, while others berate their use and suggest group rap sessions be available.

   From this we might plan to make use of "Care" periods once a week as open rap sessions. Also we should continue to make routine individual appointments for all students.

2. Many students suggest that use of study hall time is not convenient for appointments. In that this is the only time we can routinely see students during the school day, we must continue this practice. However, as in the past, perhaps our questioning of the student as to his availability at that appointment time and his need of the study hall should be more heavily emphasized and continue to take precedence. (If a student has a need to see his counselor, other than for routine purposes, allowances are made so that he can be taken from a class.)

3. Some students doubt the extent of confidentiality while others openly applaud counselors for "being someone you can go to and talk over your problems with and they won't tell anyone else". Perhaps more students will learn to trust their counselor if in the general meetings held each fall confidentiality is discussed. We also might more consistently make it a joint decision (student-counselor) as has been the practice many times in the past, when others are to be involved in the problem solving. (Example: teachers, parents, etc.)

4. Many students, grade nine, commended the Career Unit and cited it as being a time for learning about yourself (interests and aptitudes) and exploring job areas. This should be continued in the future. Also, a continual emphasis might be placed (individually) on aptitude test interpretation and, upon request, achievement test interpretation. Several students noted an appreciation of this. Suggestions were made for students to visit work areas via field trips. We hope to try some of this next year if the budget permits.

5. Several students noted that counselors "help you when you want it, and are kind to you. They tell you how you might improve your grades. Help you when you are failing on something." The concern over grades and school success is an important one that most students who mentioned it made favorable comments regarding counselor involvement.

   Those who felt negatively toward counselor involvement indicated one of the problems to be on the part of the counselor. Perhaps this feeling could be lessened if we were to consistently ask each

student if this (grades) was something in which he wished our help and act according to his response. Also, we might make a greater effort to contact and commend students for improvement achieved in these areas.

6. Some students lamented the fact that counselors do not call them in frequently--noting that "there are not enough counselors for the amount of students. The only way now practically a counselor knows a person is by his record--unless you see him an awful lot."

An effort is made by each of us to personalize the routine conferences as much as possible by reviewing past notes, showing an interest in the person at this point in time, etc. However, the student making the above quote was probably quite accurate in many, if not most cases.

Park Forest

1. The counselors must make the results of standardized testing available to more, if not all, students.

2. The counseling staff must work further with the need to solve the counselor-availability problem. Does this mean that more staff is needed?

3. Career unit type activities should be considered for seventh and eighth graders.

4. Thought is being given to ways of reducing the number of complaints relative to students never seeing their counselors. Each counselor views this problem differently and has different solutions in mind.

Survey of Former Elementary Students

Introduction

To determine the attitudes of former elementary students toward the guidance and counseling services experienced in elementary school, the survey found at the end of this section was administered to present seventh graders at the two junior high schools. The number of seventh graders attending elementary school in State College during sixth grade who were also attending school on the day the survey was administered was 515. The survey used was developed by Mrs. Kissinger, Mrs. Johnston, Mr. Leubuscher, Mrs. Macdonald and Doctor Baker.

STATE COLLEGE AREA SCHOOL DISTRICT

Counseling and Guidance Department

FOLLOW-UP SURVEY FOR FORMER ELEMENTARY STUDENTS

What is the name of the elementary school where you attended sixth grade? _____

Present Grade Level _____ (01)

Who was your elementary school counselor last year?

Circle one.

Mrs. Johnston Mr. Leubuscher

Mrs. Kissinger Mrs. Macdonald

None of these people.

Sex (Check One)

Female _____ (02)

Male _____ (03)

Directions: Check (✓) the choices which are most correct for you.

Did the elementary school counselor ever talk to your class?

Yes _____ (04)

No _____ (05)

Did the elementary school counselor ever talk to you individually?

Yes _____ (06)

No _____ (07)

Were you and several other students ever in a group with the elementary school counselor?

Yes _____ (08)

No _____ (09)

If you remember that group, did you like it?

Yes _____ (10)

No _____ (11)

What did you like or dislike about the group?

_____

_____

_____

Do you think that the elementary school counselor could have been of more help to you?

Yes _____ (12)

No _____ (13)

In what way could the counselor have been more help to you? (Check as many as you wish.)

a. By talking to the whole class. _____ (14)

b. By talking just to you. _____ (15)

c. By talking to you in a small group. _____ (16)

d. Other _____ (17)

If you checked "other", please explain:

_____

_____

Did you feel free to talk to the elementary counselor about concerns that you had?

Yes _____ (18)

No _____ (19)

If your answer is "No", please explain:

_____

_____

_____

In what areas was the elementary counselor most helpful to you? (Check as many as you wish.)

a. Understanding myself and others. _____ (20)

b. Concerns I had about school. _____ (21)

c. Concerns I had about home. _____ (22)

d. Helping solve some problem(s). _____ (23)

e. Others. _____ (24)

If you answered "Others", please explain:

_____

_____

_____

What would you have liked the elementary counselor to have helped you with? (Check as many as you wish.)

a. Making friends. _____ (25)

b. Understanding myself and others. _____ (26)

c. Concerns I had about school. _____ (27)

d. Concerns I had about home. _____ (28)

e. Helping me solve problems. _____ (29)

f. Others. _____ (30)

If you answered "Other", please explain:

_____

_____

_____

While you were in elementary school, with whom did you discuss jobs or careers that you might be interested in going into in the future? (Check as many as you wish.)

a. teacher _____ (31)

b. counselor _____ (32)

c. parents _____ (33)

d. friends _____ (34)

e. no one _____ (35)

While you were in elementary school, with whom did you discuss the things you do best or that you like to do in relation to a job you might choose in the future? (Check as many as you wish.)

a. teacher _____ (36)

b. counselor _____ (37)

c. parents _____ (38)

d. friends _____ (39)

e. no one _____ (40)

In what areas was your elementary school counselor most helpful to you? (Check as many as you wish.)

a. Helping me to solve problems. _____ (41)

b. Helping me to get along with others my age. _____ (42)

c. Helping me to get along with teachers _____ (43)

d. Helping me to get along at home. _____ (44)

e. Helping me to know how to work better at school. _____ (45)

f. Other. _____ (46)

If you checked "Other", please explain:

_____

_____

_____

Findings and Discussion

Table 29 presents a summary of the elementary schools and counselors represented by the data revealed in this survey. Table 30 offers information relative to the "Yes" and "No" questions presented in the first portion of the survey.

Assuming that the student responses are based on accurate perceptions of their sixth grade experiences, the data presented in Table 30 indicates that the elementary counselors do have different procedures for acquainting themselves with the students and/or have varying influence on the recollections of their former counselees.

Table 29

Demographic Data From Follow-up Survey for Former Elementary Students

Designation of elementary school counselor where student attended sixth grade	Male	Female	N
Mrs. Johnston (Radio Park)	36	32	68
Mrs. Kissinger (Park Forest)	38	44	82
Mr. Leubuscher (Lemont)	45	34	79
Mrs. Macdonald (Fairmount)	89	117	206
Mrs. Macdonald (Panorama Village)	34	46	80
Total	242	273	515

Table 30

Responses to "Yes--No" Questions on Follow-Up Survey for Former Elementary Students

Question	Radio Park				Park Forest				Lemont				Fairmount				Panorama Village				Total			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
Did the elementary school counselor ever talk to your class?	16	.24	51	.76	72	.88	10	.12	38	.48	41	.52	160	.78	44	.22	60	.75	20	.25	346	.68	166	.32
Did the elementary school counselor ever talk to you individually?	8	.12	59	.88	9	.11	72	.89	23	.29	56	.71	40	.20	165	.80	14	.18	66	.82	94	.18	418	.82
Were you and several other students ever in a group with an elementary school counselor?	7	.10	60	.90	29	.35	53	.65	21	.27	58	.73	67	.33	137	.67	31	.39	49	.61	155	.30	357	.70
If you can remember that group, did you like it?	6	.18	27	.82	25	.42	24	.58	15	.34	29	.66	52	.49	53	.51	22	.40	23	.60	120	.54	156	.46
Do you think that the elementary counselor could have been of more help to you?	27	.42	37	.58	49	.61	32	.39	33	.44	42	.56	89	.44	112	.56	48	.62	30	.38	246	.49	253	.51
Did you feel free to talk to the counselor about your concerns?	20	.32	43	.68	39	.49	40	.51	50	.70	21	.30	122	.63	73	.37	41	.57	31	.43	272	.57	208	.43

Data found in Tables 31, 32 and 33 deal with three specific questions presented in the survey. These data indicate that the students feel that counselors were helpful and could be helpful in several ways. No one category was overwhelmingly excessive or deficient in responses.

Table 31

Results Relative to the Former Elementary Student Survey
Question: In What Way Could the Counselor Have Been More Help to You?

Choice	Radio Park	Park Forest	Lemont	Fairmount	Panorama Village	Total Sample
A. Talk to whole class.	25	18	19	44	23	129
B. Talk just to you.	24	27	31	59	27	168
C. Talk to you in small group	27	28	25	74	26	180
D. Other	15	13	7	18	7	60

Table 32

Results Relative to the Former Elementary Student Survey
Question: In What Areas Was the Elementary Counselor Most Helpful to You?

Choice	Radio Park	Park Forest	Lemont	Fairmount	Panorama Village	Total Sample
A. Understanding myself and others.	8	9	15	38	21	91
B. Concerns I had about school	11	14	19	63	21	128
C. Concerns I had about home.	3	5	6	23	6	43
D. Helping solve some problem(s).	11	22	37	67	21	158
E. Others.	23	25	13	30	13	104

Table 33

Results Relative to the Former Elementary Student Survey
Question: What Would You Have Liked the Elementary Counselor to Have Helped You With?

Choice	Radio Park	Park Forest	Lemont	Fairmount	Panorama Village	Total Sample
A. Making friends.	9	8	17	29	11	74
B. Understanding myself and others.	8	20	17	40	18	103

Choice	Radio Park	Park Forest	Lemont	Fairmount	Panorama Village	Total Sample
C. Concerns I had about school.	21	26	38	65	35	185
D. Concerns I had about home.	7	9	17	26	5	64
E. Helping me solve problems.	35	30	37	72	27	201
F. Others.	13	13	10	22	8	66

Tables 34 and 35 offer data relative to specific questions which attempted to find out student attitudes about what may best be categorized broadly as career education. Since counselors rank last in both of these tables, it appears that there is room for more recognizable counselor intervention. This is not to say that one can expect counselors to rank at the top of such a listing at the elementary level since the other persons on the list are of considerable influence and will continue to be.

Table 34

Results Relative to the Former Elementary Student Survey Question: With Whom Did You Discuss Jobs or Careers That You Might Be Interested In?

Choice	Radio Park	Park Forest	Lemont	Fairmount	Panorama Village	Total Sample
A. Teacher	16	14	28	73	34	165
B. Counselor	3	1	15	30	19	68
C. Parents	35	50	35	93	44	257
D. Friends	48	57	52	111	39	307
E. No One	14	10	15	52	11	102

Table 35

Results Relative to the Former Elementary Student Survey Question: With Whom Did You Discuss Things You Do Best or Like For the Future?

Choice	Radio Park	Park Forest	Lemont	Fairmount	Panorama Village	Total Sample
A. Teacher	15	16	21	61	28	141
B. Counselor	5	4	17	22	14	62
C. Parents	40	47	36	101	47	271
D. Friends	51	56	52	109	48	316
E. No One	7	12	6	48	6	79

That elementary counselors can be helpful in a variety of ways is visable via the data found in Table 36 . In fact, a sufficiently large number of "other" responses was offered indicating an even greater range of potential categories of counselor helpfulness.

Table 36
Results Relative to the Former Elementary Student Survey Question: In What Areas Was Your Elementary School Counselor Most Helpful to You?

Choice	Radio Park	Park Forest	Lemont	Fairmount	Panorama Village	Total Sample
A. Helping me to solve problems.	8	11	22	56	17	114
B. Helping me to get along with others my age.	5	8	14	24	11	62
C. Helping me to get along with teachers.	5	6	17	31	6	65
D. Helping me to get along at home.	2	1	5	14	3	25
E. Helping me to know how to work better at school.	12	20	16	49	13	110
F. Other	25	29	17	44	16	131

Written comments made on the surveys seem to indicate that these subjects were ambivalent about seeking help from counselors. Apparently, seeking help may be indicative of being "troubled" or of being unable to handle their own affairs. Shyness, unfamiliarity with the counselor, and a "keep-it-in-the-family" attitude were also offered as reasons for their hesitancy.

Recommendations

Enough of the respondents seemed unaware of what counselors do to cause the counselors involved to indicate a need for a more complete public relations job relative to student awareness of what they do both as a counselor and a consultant. One way to implement this desire will be to continue toward a more developmental approach, thus reaching more than just referrals. To do this may require more involvement in the classroom environment via legitimate guidance related activities (i.e. materials, techniques, and ideas related to "psychological education" and "career education").

Before moving in this direction, the counselor must know what it is he wants to do, and must have some strategies for implementation. In

addition, one needs to plan ahead and block out any and all programs in cooperation with those faculty members who are also involved.

There is some concern, however, as to whether the increased efficiency will completely solve the awareness concern. Is there enough counselor time for handling referrals and an increased developmental emphasis? In other words, how much more than is presently being accomplished can be expected of four counselors serving eleven schools?

Elementary Student Guidance Awareness Survey

Introduction

The purpose of this investigation was to get an idea of how aware of the guidance program students presently attending the upper grades in the elementary schools are. The survey found at the end of this section was created cooperatively by Mrs. Johnston, Mrs. Kissinger, Mr. Leubuscher, Mrs. Macdonald, and Doctor Baker. The survey emphasis was on upper elementary level students because of the reading and writing level difficulties to be encountered by mass surveys of lower level elementary children. Some lower grade students were surveyed because they attended schools which are ungraded or else where grades are mixed within classrooms.

Presently, there are four elementary counselors who serve eleven schools on a part-time basis: Mrs. Johnston (Radio Park and Ferguson Township); Mrs. Kissinger (Park Forest Village, Corl Street, Matternville); Mr. Leubuscher (Lemont, Houserville, Easterly Parkway); and Mrs. Macdonald (Fairmount, Boalsburg, Panorama Village). To implement completion of the inventories, procedures were followed wherein they were completed by the child in the classroom environment. The classroom teacher read the items orally for the class as they responded on paper. The inventory before each child contained the name of the counselor for that school wherever it was appropriate for identification purposes.

STATE COLLEGE AREA SCHOOL DISTRICT

Counseling and Guidance Department

ELEMENTARY STUDENT GUIDANCE AWARENESS SURVEY

Teacher's name _____

Counselor's name _____

School _____

How many years have you been at this school? _____

Full year or grade in school _____ (01)
(not including kindergarten)

Your Sex (check one) Female _____ (02)
Male _____ (03)

Your Age _____

Place a check (✔) in the blank which shows your answer to the question.

a. Do you know who _____ is?.....Yes _____ (04)
No _____ (05)

b. Have you talked to _____ about anything?.....Yes _____ (06)
No _____ (07)

c. Has _____ ever helped you solve a problem?....Yes _____ (08)
No _____ (09)

d. Has _____ ever talked to your class?.....Yes _____ (10)
No _____ (11)

e. Do you think _____ could help you better by talking to your entire class?.....Yes _____ (12)
No _____ (13)

f. Have you ever been in a group with _____ and several other students?.....Yes _____ (14)
No _____ (15)

g. If you answered "Yes", did you like it?.....Yes _____ (16)
No _____ (17)

h. What did you like or dislike about the group?

_____

_____

_____

i. Would you feel free to talk to _____ about something important to you? .....Yes _____ (18)
No _____ (19)

j. What might keep you from talking with the counselor?

_____

_____

_____

k. Who has talked to you about jobs or careers you might want to do some day? (Check as many as you wish.)

a. Counselor _____ (20)
b. Parent _____ (21)
c. Teacher _____ (22)
d. Friends _____ (23)
e. No one _____ (24)

l. Who has talked to you about what you do best and what you like to do? (Check as many as you wish.)

a. Counselor _____ (25)
b. Parent _____ (26)
c. Teacher _____ (27)
d. Friends _____ (28)
e. No one _____ (29)

m. In what areas would you like _____ to be more helpful to you? (Check as many as you wish.)

a. Helping me to solve problems ..... _____ (30)
b. Helping me to get along with other students..... _____ (31)
c. Helping me to get along with teachers..... _____ (32)
d. Helping me to get along at home..... _____ (33)
e. Helping me to know how to work better at school..... _____ (34)
f. Others..... _____ (35)

n. If you checked "Other", please explain:

_____ _____

_____ _____

_____ _____

Findings and Discussion

As is indicated by Table 37 , survey data from elementary aged children may produce inconsistencies. None of the totals for the four categories are the same. Since the largest total is in the "Age" category, one might assume that 1884 is the figure which represents the total number of subjects who took this survey.

Table 37

Demographic Data About Subjects Who Completed the Elementary Student Guidance Awareness Survey

Grade in School:	1	2	3	4	5	6	Total
N=	7	45	260	485	527	508	1832

Sex:	Female	Male	Total
N=	897	922	1819

Number of years attending present school:								
	1	2	3	4	5	6	7	Total
N=	458	336	197	299	241	172	23	1726

Age:	5	6	7	8	9	10	11	12	13	Total
N=	1	0	7	230	484	532	550	79	1	1884

Table 38 presents a summary of responses given to the "Yes" and "No" questions in this survey. Seventy percent of the respondents knew who the elementary counselor was. However, far fewer have had individual contact which they can recollect. A little over half of these students remember counselor visits or presentations to their class. A small percentage have been involved in groups led by counselors--an activity which has not been universally used with all students for a number of legitimate reasons. It should be noted that a good number of students who answered "yes" to the group question also answered "yes" to the "did you like it" question. However, the "did you like it" question received 542 responses when only 329 should have been eligible, causing one to wonder about the usefulness of this response data.

Perhaps the most significant information found in this table is that seventy percent of these respondents feel free to talk to their counselor if an occasion arises. Considering the newness of these positions and the relative paucity of opportunities for visability due to multiple assignments and the consultation nature of the elementary counselor's role, this figure seems to be a very positive testimonial for the present elementary counselors.

Table 38

Summary of Responses to the "Yes" or "No" Questions on the Elementary Student Guidance Awareness Survey

Question	Responses Yes	%	No	%
a. Do you know who (Name) is?	1334	.70	578	.30
b. Have you talked to (Name) about anything?	721	.38	1183	.62
c. Has (Name) ever helped you solve a problem?	416	.22	1482	.78
d. Has (Name) ever talked to your class?	1036	.55	846	.45
e. Do you think (Name) could help you better by talking to your entire class?	1003	.54	861	.46
f. Have you ever been in a group with (Name) and several other students?	329	.17	1557	.83
g. If you answered "yes" did you like it?	349	.64	193	.36
i. Would you feel free to talk to (Name) about something important to you?	1270	.70	546	.30

Table 39 offers information derived from survey questions related to career education possibilities. The potential results of these questions focus on present efforts which admittedly have been minimal and upon future directions. Counselors rank last on both lists offered. This should not be surprising at this developmental level. However, if counselors in general are more "expert" in the areas of concern, those significant others may need counselor assistance. Also, there may be a need to increase opportunities for counselor-student interpersonal contact relative to these matters.

Although some of the choices in the "ways the counselor can be more helpful" list are more closely associated with personal problems--an already accepted area for counselor efforts--the two choices which received the largest number of responses deal with problem solving and school work. Perhaps one can make a very tentative logical jump and conclude that these preferences are a partial mandate for activities and efforts focusing on what is now being described as career education.

Table 39

Summary of Data From Career Education Related Questions in the Elementary Student Awareness Survey

Question:	Choice	N	Rank
Who has talked to you about jobs or careers you might want to do some day?	Counselor	260	5
	Parent	1290	1
	Teacher	453	3
	Friends	1127	2
	No One	304	4
Who has talked to you about what you do best and what you like to do?	Counselor	208	5
	Parent	1327	1
	Teacher	776	3
	Friends	1005	2
	No One	236	4
In what areas should the counselor be more helpful?			
	Helping me to...solve problems	845	1
	get along with other students	528	3
	get along with teachers	348	5
	get along at home	429	4
	know how to work better in school	735	2
	others	225	6

Recommendations

The present elementary counseling staff views the results of this survey as a mandate for a concerted effort on their part to increase efforts to expose themselves and their expertise to the students in legitimate ways. Possible solutions lie in increased involvement through classroom activities which supplement the curriculum contributions and deal with student needs which are legitimately met by the efforts of a counselor. To do this requires the counselors to plan ahead and block out their proposed efforts prior to contacting teachers and/or administrators. Content for these efforts may reside in those present activities and concepts globally described in the professional literature as psychological and career education. Equal effort may be needed to offer essentially the same things for the benefit of the parents of these students.

Individual contact with students other than those who are referred by adults needs to be investigated. Most students who do not or will not presently see a counselor offer shyness as the reason. An additional reason often stated is that one has to have problems to see a counselor. If counselors are to be viewed as significant others in the realm of developmental needs, it may be appropriate to initiate small group and/or systematic individual interviews to acquaint elementary children with the counselors and the total scope of their functions. One wonders how much can be accomplished toward the fulfillment of these recommendations by four counselors who serve eleven schools and over ~~two~~ four thousand children.

Survey of Elementary Student Aspirations and Plans

Introduction

The primary purpose of this survey is developmental rather than evaluative. Whereas another instrument has attempted to inventory student opinion of the services rendered by guidance counselors, this survey attempts to gather information which will be helpful in planning future guidance and counseling activities at the elementary school level.

Members of the committee which created this survey were Mrs. Kissinger, Mrs. Johnston, Mr. Leubuscher, Mrs. Macdonald, and Doctor Baker. The survey was completed by the fourth, fifth, and sixth grade students at all of the State College Area elementary schools. The results of this survey do not lend themselves to statistical analysis. Analysis of the results took the form of counselor evaluation of the responses from students attending their schools. These counselors noted observations and recommendations which came to their minds as they examined the student responses. A summary of these observations and recommendations will follow.

State College Area School District

Counseling and Guidance Department

ELEMENTARY STUDENT ASPIRATIONS AND PLANS

Grade Level: (circle one) 1 2 3 4 5 6

Sex: (circle one) Boy Girl

Directions: Write or print your answers to the following questions in the space after the question.

1. When I grow up, I would like to be

2. This interests me because

3. When I grow up, I think I will be like

4. I chose this because

Discussion and Recommendations

In response to the items which asked the subjects what they would like to be and who they would want to be like, the following trends were most prevalent. Career choices tended to follow traditional expectations. Girls preferred female careers and boys preferred male careers. Of course, under these conditions, girls' choices were more limited in number. Most careers chosen by both boys and girls were professional in nature. One counselor noted that perhaps the most significant results would come from those who did not answer the question if one could ask them why.

Reasons given for future career choice seldom were offered in terms of self-evaluation (abilities, skills, etc.). Rather, responses were offered in terms of like or dislike, enjoyability, and present seasonal interests. Some modeling was also apparent.

Thoughts relative to what they will be like when grown up mostly revealed the strong effect of modeling. Parents, other relatives, friends and famous persons all were mentioned. A few responded to this question in terms of what they might look like (tall, short, etc.).

Reasons given for responses to the "what I will be like" question reflected the modeling influence. However, some indicated that they were using self-information. Enjoyability and present interests also were offered as reasons.

Recommendations for program development tend to concentrate on the need of improving career awareness beyond stereotypes and unrealistic aspirations. Without destroying one's fantasies, counselors can introduce such concepts as exploring interests and abilities, as well as awareness of a greater variety of career choices. The goal would be a greater awareness of the career development and/or choice process.

Summary

Introduction

In the previous sections of this self-study report, findings, discussions, and recommendations have been presented in immediate association with that survey which was the focus of the study section in question. The purpose of this summary section is to bring together all of the various recommendations found throughout the previous sections of this report. In so doing, the task of planning for future actions will hopefully be simplified.

The format for presenting the summary of recommendations is as follows. A brochure entitled "Pupil Personnel Services--The State College Area School District" which was completed in 1970 offers twenty-one objectives for the guidance and counseling services (p. 5). The recommendations drawn from the self-study have been associated with those stated objectives which seem to be most appropriate. In so doing, reference is made to that section of this self-study report where the data supporting the recommendation are located, and to that page where the recommendation is perhaps more fully discussed and supported. Also, some of the specific objectives have been combined because of their relative similarity and to avoid repetitions of the same recommendations wherever possible.

Objectives and Recommendations

Objective 1: To provide individual counseling to every student throughout his school years.

Objective 2: To help each student feel he is a worthwhile individual.

Presently, fifteen counselors serve the entire student population of this school district. What do the publics have to say about this ratio? Many elementary school administrators recommend a counselor for each elementary school (p. 72). Written responses on the surveys of a number of elementary teachers support this idea (p. 83). Teachers at the junior and senior high level also see their counselors as overworked and understaffed (p. 83). It appears then that one recommendation is to consider additional guidance personnel for the State College Area School District.

Another prevailing concern is counselor availability. A large percentage of the former graduates "did not seek" the services of a counselor (p. 124). Some former junior high students lamented the fact that counselors do not call them in frequently. One noted that "there are not enough counselors for the amount of students. The only way now practically a counselor knows a person is by his record--unless you see him an awful lot." (p. 154) The former elementary student survey revealed that a number of students were unaware of the counseling services in their previously attended elementary school (p. 164). This same result was revealed by the survey of present elementary students (p. 171).

In order to hopefully achieve a higher index of counselor availability at the high school, the counseling staff offers the following recommendations: that the counselors make a concerted and organized team and individual effort to be more efficient in their time use. At present, the high school staff does not feel additional counselors are warranted. If additional personnel is to be added at the high school, the recommendation is for a clerk-receptionist to relieve the secretary from continual receptionist related duties. In addition, the paraprofessional needs to be used to her full capacity, and the PSU interns need to be incorporated more fully into the work of this staff. Finally, granting the counselors more executive decision-making authority relative to student schedule changes is recommended.

Secondly, the high school counseling staff recommends that a more systematic, developmental approach to providing counseling services to students be investigated. At present, most counseling services are rendered on the basis of student demand. Those students who do not seek the services or are not referred by someone may never receive any.

The junior high and elementary personnel also view the idea of investigating the systematic approach as opposed to a demand service as being worthy of investigation. Such a plan at the elementary level would certainly involve thoughts about additional counselors. The elementary counselors also recommend that a more complete public relations campaign be undertaken continuously in order to increase the awareness of elementary students and their parents relative to the counseling and consultation services provided by the elementary school counselors.

Objective 3: To help each student develop effective decision-making skills.

Objective 4: To provide an ongoing vocational guidance program (K--12) in order that each student understands the vast amount of choices open to him in the world of work.

Responses to the elementary student aspirations survey indicate that there is a need to improve career awareness beyond stereotypes and unrealistic aspirations without concurrently destroying one's fantasies (p. 174). Results of the awareness surveys for former and present elementary students indicate that counselors may need to become more involved in the classroom. This may well be accomplished via the techniques, ideas, and materials associated with "career education". To do so requires careful advanced planning and the approval and cooperation of participating teachers.

Responses to the junior high awareness and follow-up surveys indicate that present career education unit models have been successful. However, expansion and supplementation of these models is recommended. Favorable evaluations of the Career Resource Center from respondents to the present high school student awareness surveys indicate that continued and expanded use of that facility should be considered.

Objective 5: To maintain a program of testing appropriate to each educational level in the areas of aptitude, achievement, and interest in support of pupil self-appraisal.

A committee representing the counseling staff has examined the "Report of the Task Force for Evaluation" and has recommended support for many of the suggestions offered in that committee's report (p. 30). However, the committee has also offered it's own supplementary recommendations: 1) eliminate all SCASD sponsored internal group testing in grades 10--12 because a duplicate service is offered via external testing (i.e., GATB, SAT, etc.); 2) eliminate all group intelligence or scholastic aptitude testing but continue to include use of the DAT in junior high, using individual testing on a referral basis; 3) try to shorten the time lag between the standardized testing and the availability of results for interested personnel (p. 54).

Many publics seem concerned about making the results of all SCASD standardized testing programs available to those persons most interested in said results. In addition, the results need to be made meaningful through professionally sound interpretations. If the school counselors are to be the source of the professionally sound interpretations and all potentially interested publics were to demand their due, the present counseling staff would not have the time to respond to all requests. In addition, the counselors themselves need to become more test-wise in order to improve the quality of this service.

Responses to the teacher's and administrator's surveys indicate feelings that the present testing program leaves much to be desired (p. 73 and 83). It is recommended that this information be pursued further via a survey of teachers and administrators in order to find out exactly what they feel is wrong with the present standardized testing program.

Objective 6: To provide an orientation activity to students as they move within or into the school system.

Results of the administrator and teacher surveys indicate that appreciable membership from both groups see shortcomings in the present orientation programs (p. 73 and 83). It is recommended that these groups be surveyed in order to find out exactly what it is that is considered inadequate relative to existing orientation programs. These data may then be useful focal points for future planning and revision.

Objective 7: To assist the parents in their understanding of the child and to encourage their participation in the development of the child.

Objective 8: To help the parents understand the purpose and programs of the schools as they affect their child.

The meager response to the parent survey may be indicative of a need to improve communication with parents, especially those of younger

children. Because the local population is highly transient, this communication needs to be not only effective but also constant (p. 109). There is a need for the counseling staff to seek, and hopefully find, effective means of communicating counselor role and function to parents.

Objective 9: To help teachers identify pupils with special needs.

Objective 10: To maintain communication between counselor and teacher concerning an individual child and the factors influencing his learning environment.

Objective 12: To participate in the planning and development of the overall educational program.

Objective 13: To recommend to school administrators curricular offerings which reflect abilities, interests, and needs of pupils.

Objective 15: To maintain communication between counselor and administrators concerning the individual child and the factors that influence his learning environment.

Results of the administrator's survey indicate that there is a need to improve communication and understanding among counselors and administrators at the junior and senior high schools (p. 72 and 73). Responses to the teacher surveys denote a need to improve counselor-teacher communications. One facet of this problem is a teacher-perceived lack of counselor time and availability. A second facet is the difference of opinion some teachers have with counselors in regard to student advocacy vs. teacher support (p. 83).

Objective 11: To foster continuing teamwork among those specialists within the school system or in the community whose functions can aid the development of students. (No recommendations from the self-study seem to be primarily related to this objective.)

Objective 16: To institute and maintain research for the purposes of evaluation and continual improvement of the guidance services.

It is recommended that the results of this self-study be thoroughly inspected and that the recommendations be thoughtfully considered for future action.

Objective 14: To recommend changes within the established structure of the school that will recognize the affective needs of students and staff.

The recommendations in the "Report of the Task Force for Evaluation" relative to the affective domain have been supported by the counseling staff (p. 51). In addition, suggestions have been offered as to avenues

that may be investigated pursuant to further development of programs in the affective domain (p. 52).

The results of the former and present elementary student awareness surveys imply a need for more counselor classroom involvement at the elementary level. One legitimate purpose for counselor involvement may lie in the activities, ideas, and materials associated with "psychological education" (p. 163 and 170). To do so requires careful advanced planning and the approval and cooperation of participating teachers.

Objective 17: To foster community teamwork among guidance personnel K through 12.

Recommendations from the counselor survey indicate that some of their needs may be met through cooperative interchange of individual expertise among the counseling staff. An example offered is that the elementary counselors aid the secondary people in the area of consultation while the secondary people may aid those at the elementary level in the development of career information systems. Finally, counselor teamwork will be required if the recommendations resultant from the self-survey are to be implemented in the near future.

Objective 18: To institute staff development programs promoting professional growth.

The counselor survey has indicated that counselors desire help in several areas which may be met via in-service training and/or consultation. Some areas already identified in the survey are consultation, diagnosis, research, and small group work. It is recommended that plans for in-service training be one of the primary concerns when the recommendations of the self-study are examined.

Objective 19: To utilize community resources (human and material) as an integral part of, and a supplement to, the services offered in school.

Objective 20: To act as a liaison between the school and the community professional agencies.

Objective 21: To assist the community in understanding the needs and concerns of students.

Data revealed by the survey of community agencies indicate that it may be wise to review the present policy for making referrals (p. 4). The counselors in their survey expressed concern over referrals. It is recommended that they discuss these concerns in unison in order to identify specific problems which may lead to plans for action.

Conclusion

The self-study has provided considerable information about the guidance and counseling services in the State College Area School District. In addition, relevant discussions and recommendations have been presented. Appropriate personnel have previously prepared a statement of philosophy and objectives for these services. The objective of this concluding section of the self-study was to summarize recommendations evolving from the study while associating them with appropriate objectives.

This is the end of the beginning. In order to complete matters, there are tasks which lie ahead. All interested and responsible parties need to carefully review this report and its accompanying recommendations. Furthermore, decisions have to be made relative to implementation of any recommendations which were made. Finally, criteria must be established from which judgments can be made as to whether plans for implementation are successful. It is hoped that the decision-makers will allow the counseling staff to participate as fully in future tasks as they did in the self-study.